

FACTORS INFLUENCING STUDENTS' ENROLMENT IN HISTORY IN TERTIARY
INSTITUTIONS. A CASE STUDY OF TANGAZA, MARIST AND CUEA IN THE
LANGATA DIVISION OF NAIROBI COUNTY

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DECLARATION

This research project is my original work and has not been submitted in any other University for any academic crediting other than Marist International University College. No part of this project should be duplicated without the absolute consent of the author or the University (MIUC).

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DEDICATION

To God Almighty, my Biological and Religious families

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ABSTRACT

The purpose of this study was to investigate the factors influencing students' enrolment in history in tertiary institutions. A case study of Tangaza, Marist and CUEA in the Langata division of Nairobi County in Kenya. The study was guided by the following objectives; to find out the extent to which peer influence enrolment in the subject of history, to examine the role of parents in the enrolment in the subject of history, to find out the extent to which interest of students in the subject of history influence enrolment, to find out the extent to which career choices influence enrolment in the subject of history and to establish ways of improving enrolment in the subject of history in tertiary institutions. The study used questionnaires, interview guides and focus group discussion as instruments data collection. The study used 86 sample size for students and 6 for lecturers. The researcher explored that students' enrolment in history was influenced by career related choices, students' interest and peer influence. However, parental influences had no impacts on students' enrolment in history. The researcher also found that government sponsorship can be one of the way to improve students' enrolment in the subject of history in the tertiary institutions.

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ACRONYMS AND ABBREVIATIONS

APA- American Psychological Association

CUEA- Catholic University of Eastern Africa

KCSE- Kenya Certificate of Secondary Education

MIUC- Marist International University College

SPSS- Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In modern times, the school curriculum has been broadened to include a variety of subjects in the liberal arts, the humanities and the sciences. Some of these subjects are purely academic and other vocational. The scope of the courses goes beyond the three basic components of learning as taught by the early missionaries, which are reading, writing and arithmetic (Ayot, 2003).

Among the taught subjects is history. History is simply story of the past. However, the significance and scope of the history is wider. In many countries of the world, including Kenya, history is one of the core subjects taught in our secondary schools and higher institutions of learning because of its relevance to the social, political and economic life of the people. In spite of its importance and popularity, students in Kenyan schools are now neglecting history. The main causes need to be examined and corrected so that the subject can be a fitting status in the higher institution curriculum.

1.1 Background of the Study

According to Ayot (2003), history is the memory of human experience. He further argues that if human experience is ignored and forgotten we would cease to realize our responsibility. He further states that, without history of our past we would not be able to know who we are' who our relatives are, where we came from and how we came to be what we are today.

Furthermore, the writings by many educationists in the past and recent years show that despite the importance of some subjects among which included history, and their relevance to social

political, economic and educational system of country, history as a subject in secondary schools and universities faces a lot of challenges. According to educators and researchers, the student himself, the parents, the teachers, the policy makers, the government and the society affect the students' choice of subjects in their schools.

There is no doubt that we lack trained teachers in history since attention is mainly on science subjects. Many of the trained teachers are not ready to offer the great sacrifice of time and energy that history demands. Apart from equipping himself with adequate knowledge of the subject, the teacher must keep improving his method of teaching and learning (Nasiru, 2005). To succeed and stimulate interests of students in history therefore, the teacher must be a model of excellence in the dissemination of ideas.

According to Fafunwa (2000), the school is a major factor that affects the choice of students. "It is the job of the school to create an ideal situation for the child to discover things for himself. The reverse is the case in many of our schools in the country. Knowing the bulk of work in history, the periods are not enough and in most cases, the periods are restricted in the afternoon when assimilation becomes difficult considering the way science subjects are handled with laboratory and adequate equipment and teaching aids.

Telewah (2015) citing Taale (2009), observes that history education is in crisis globally. In the 2000/2001 academic year, out of one hundred fifteen (115) students that enrolled for education programme, only thirty students (26.1%) opted for History. In the final year the number had decreased to ten (10%). The 2001/2002 academic year had fifty (50) students out of which ten constituting 20%, registered for history, but the percentage came down to 18% in the final year. In the 2002/2003, the total number was one hundred and thirty-five (135) out of which twenty-seven (27) (that is 20%) registered for History and in 2003/2004 academic year the total number

was one hundred and forty-nine (149) out of which eleven (7.3%) opted for History. Even with the direct admission introduced in 2006/2007 academic year where secondary school students were admitted without being made to write entrance examination, in addition to mature students (mostly professional teachers) who passed an entrance examination, out of the hundred and fifty-one (151) education students admitted, only eighteen students, 12% opted for history.

The study of history helps learners to develop the ability to make good decisions, investigate, generalize, interpret, speak and write using the language of history. The vision that is projected in history is to make available to the learners extended opportunities that would make the learners' achievements comparable to international standards.

1.2 Statement of the Problem

The first president of Botswana Sir Seretse Khama (as cited in Neil, 2006; p66) argued that, "a nation without a past is a lost nation, a people without a past is a people without a soul". A nation without a historical background may fail to understand and make use of every day's phenomena such as politic, social organization and economic. This may lead to a low level of civilization and, therefore, a low standard of living among the people. Despite the fact that the study of history promotes better understanding of how societies work, the factors that brings them together and set them apart, and the events that have shaped their development, the students choice of history in the universities has remained low all over the country (Munene, 2014).

Enrolment in history in the tertiary institutions and universities has consistently been comparatively low over the years. In all faculties and departments in the universities, History Department makes the least student admissions every year. As a result of that, there was

introduction of pre-university programme to upgrade students' pre-entry requirement, in that way to attract more students to the history department.

This fact motivated the researcher to analyze the factors influencing the student's enrolment in the subject of history in the institutions of higher learning in Lang'ata division. The decline in enrolment of students in history has many consequences including a decrease in the number of people who enroll in history. This creates shortages in history teachers in secondary schools and other institutions of learning.

1.3 General Objectives of the Study

The general objective for this study was to analyze the factors responsible for the students' enrolment in the subject of history.

1.3.1 Specific Objectives

The specific objectives of the study include the following:

1. To find out the extent to which peer influence enrolment in the subject of history.
2. To examine the role of parents in the enrolment in the subject of history.
3. To find out the extent to which interest of students in the subject of history influence enrolment.
4. To find out the extent to which career choices influence students' enrolment in the subject of history.

1.4 Research Questions

The study was guided by the following research questions:

1. How does the peer influence enrolment in the subject of history?
2. What is the role of parents in students' enrolment in the subject of history?
3. Does students' personal interest influence enrolment in history?

4. How does the career choices influence students' enrolment in history?

1.5 Significance of Study

First, the study intends to offer History teachers an overview of the factors that influence enrolment in History in Education departments. It will help them to improve teaching and learning of History interesting, enjoyable and attractive for the learners. Second, the study will assist the students to understand the factors that influence their choices of History courses. It will help them to understand and equally appreciate the study of History. Third, since not much research has been done on this topic, the study will therefore open up the way for more research and more discussions on the topic and arouse the interest of the researchers to explore more in this area.

The findings of the study will inform the Ministry of Education and the Curriculum developers on the factors that influence enrolment in subject of history in the institutions of higher learning to devise the means of improving enrolment in the discipline.

1.6 Scope and delimitations of the study

The study was delimited to tertiary institutions in Lang'ata Division. The study was further delimited to Tangaza University College, Marist International University College (MIUC) and the Catholic University of Eastern Africa (CUEA). These private higher institutions will afford me the enough time to adequately explore the phenomenon.

Furthermore, the study was delimited to only students and lecturers of these tertiary institutions. It was concerned only with the factors that influence students' enrolment in subject of history for the past five years.

1.7 Limitation of the Study

This refers to constraints that the researcher has no control over but has some influence on the outcome of the study. Some of the problems encountered in the study were as follows:

The study covered only three tertiary institutions in Lang'atta division which comprises Marist international university, Tangaza University College and the Catholic University of Eastern Africa. Drawing a generalization to the findings from the research may not give the exact picture of the whole division.

Funds were a challenge because of the limited budget set aside for the study, yet the Researcher collected the relevant data with the available resources. Limited time to carry out the research as the researcher is a student who needs to study at the same time. However, enough time was dedicated for the research.

1.8 Conceptual Framework

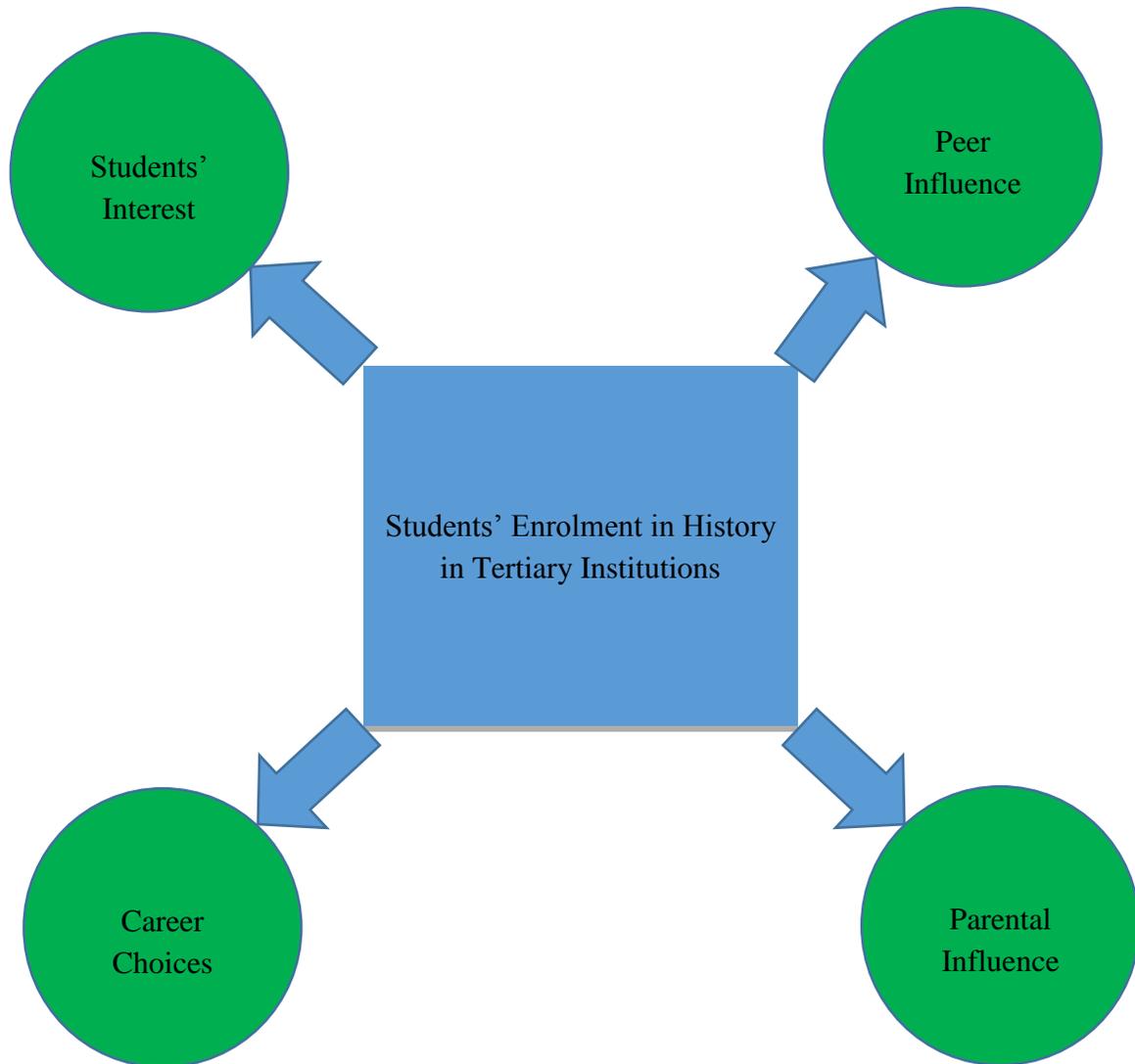


Figure 1 Conceptual framework on factors influencing student enrollment in history

Relationship between the dependent and independent variables

The conceptual framework for the study is diagrammatically shown in the above. A Conceptual framework is defined as the conceptualization of the relationship between variables in a study (Mugenda & Mugenda, 1999). The authors further posit that a conceptual framework of a study is a hypothesized model identifying the concepts under study and their relationship.

The dependent variable is the enrolment of students in subject of history in tertiary institutions. The independent variables is students' interest, peer environment influence, career choice and parental influence. The framework supposes that the students' enrolment in the subject of history in tertiary institutions in Lang'ata Division will be influenced by these factors.

1.9 Theoretical framework

According to Kombo (2006), a theoretical framework is a collection of interrelated ideas based on theories of propositions, which are derived from and supported, by data or evidence. Kibera and Kimokoti (2007) define theory as facts, ideas and principles that attempt to explain the nature of the society, its organization, structures and patterns of behavior. According to Kombo (2006), theories are significant in every study and we cannot think without a theory; facts do not speak for themselves, we impose meaning on them. Since theories facilitates in understanding human behavior, this study will be guided by the Abraham Maslow's hierarchy of needs theory. Maslow's hierarchy of needs assumes that people are motivated to make certain decisions because of certain needs they want to fulfill. Behind the action of people, there is always a need that requires satisfaction. People are being motivated to do something because of the needs that requires be satisfying or fulfilling.

Following the ideas of Maslow's hierarchy of needs theory, it can be said that the enrolment of students in History can be influenced by the individual needs, what the person want to be or to achieve in life. The individual needs or the needs of the students in life, what they want to satisfy or achieve is what motivates the students to make choices or decide on which subject to study in institutions of higher learning. All decisions will be influenced by that particular need the students want to achieve. The needs will compel the students to either enroll in history or not. To enroll to study a particular subject or course in a university or college involves decision making. Students make decisions based on their motivations or needs, therefore, for a student to enroll in history shows that the student wants to be a great historian where history is pre-requisite. Since enrolment into a course in a University or College involves decision making, therefore, hierarchy of needs theory is very important in this study.

1.10 Operational Definition of Terms

Influencing: This is the ability to have the power to affect something in a giving way.

Enrolment: an action of enrolling or being enrolled at a school or college.

Tertiary Institution: is a school after basic school or second cycle schools that awards degrees, diplomas and certificates to its students after successful completion of their course.

1.11 Organization of the Study

The study was be organized in five chapters.

Chapter one dealt with the background of the study, the statement of the problem, research questions and objectives, significance of the study, the scope and the delimitations of the study,

the conceptual framework, theoretical framework, and definition of operational terms and organization of the study.

Chapter two reviewed the literature related to students' enrolment in History in Institutions of higher learning.

Chapter three explained the research design and methodology, which was used to gather the required data so as to enable the researcher answer the research questions. The chapter discussed the target population, the sample and sampling procedures, description of the research instruments, data collection and analysis procedures.

Chapter four dealt with the data analysis, interpretation and discussion of the findings.

Chapter five dealt with the summary, conclusions and recommendations for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners (Fink, 2010). This chapter presents a review of the literature related to the factors influencing students' enrolment in subject of history in the Tertiary Institutions. It will focus on enrolment in subject of history and on the factors influencing enrolment on history education which includes; peer influence, parental influence and personal interest.

2.1 Factors that influence enrolment in history

Following the low enrolment rates in History at KCSE level there must be factors hindering students from pursuing the subject up to form four and may be take courses related to History at the tertiary colleges and universities. The researcher explored literature on factors that influence enrolment in history in tertiary institutions.

2.1.1 Peers Influence

Among the many people who provide learners with suggestions and feedbacks on how they should think and behave while at School are peers who usually operate in groups. According to Castrogiovanni (2002), a peer group is defined as a small group of similar aged, fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of six. Peer groups provide a sense of security and they help adolescents build a sense of identity.

Peer groups are therefore among the most influential social forces affecting adolescent behavior- from ordinary discussions concerning clothing, hairstyle, music, entertainment, to more students' significant decisions concerning short and long term education plans. Peers can influence one another positively or negatively regarding the choices they make. It is thought that intelligent help their peers bring up their grades. On the other hand learners who associate themselves with students who are not bright and have little or no focus end up performing poorly. It is therefore evident that peers influence on one another very widely and are not only limited to education (Castrogiovanni, 2002).

Akintade (2012), argues that peers have a lot of influence on one another while in secondary school. The findings of his study reveal that 140 students (70%) agreed that they chose geography because their friends also study it while 60 students (30%) were not of that opinion. This indicates that majority of the students are influenced by their peers when selecting subjects.

Similarly, George (2001) was also interested in knowing if peers have an influence on one another. He found out that 40% of the students were of the opinion that their decisions to choose certain subjects was as a result of the direct influence of their peers, 26% because of the high influence of their peers while 34% were of the opinion that their peers had a low influence on them. This indicates that peers have an influence on one another. The above studies were done in Llorine, Nigeria and Kinganjo division in Kiambu County. They sought to find out from the learners if their choice of subjects was as a result of peer influence. This study will however be conducted in Lang'ata division and the researcher will find out from learners if they have been influenced by peers in their selection of history studies in the university.

2.1.2 Parental Influence

A good number of parents are involved in their children's education and they sometimes go as far as deciding the courses and subjects their children should pursue while in school. This can influence the choice of subjects in schools. Khan, Murtaza and Shafa (2012), carried out a research on the role of teachers in providing education and career counseling to secondary school students in Gilgit-Baltistan of Pakistan. They found out that parents played a role in their children's education in regard to selection of subjects and career choice. Data was collected from two schools: a private and a public school. Data was collected using Focus Group Discussions, observations, and semi-structured interviews. The study revealed that educated parents are a source of career counseling for their children. Those parents who are educated provide information regarding the scope and interest of their children. Such parents get updated information on current careers and they decide for their children what they should study in school. Most parents force their children to become Pilots and engineers that is not based on aspirations and interests of their children.

George (2001) investigated on the factors influencing subject choices among secondary students. The study sought to find out from students in Kiganjo Division if their parents had any influence on their selection of the subjects which they were currently studying. He sampled 100 students using the simple random technique. He used questionnaire to ask students to indicate the level of influence their parents had on them. The study showed that (91%) of the students were of the opinion that their decision to choose certain subjects was as a result of their parents deciding for them, while (6%) believed their decision was as a result of the high influence of their parents and 3% indicated that their parents had a low influence on the subject they had chosen to pursue.

Kireria (2007) carried out a research on factors influencing Form two students in their choices of optional subjects. Data was collected from 278 student respondents by use of questionnaires. The findings revealed that parents or guardians influenced their children on what subjects to take. Since they were educated they are more aware of market oriented courses and hence in the best position to give counsel. Therefore, the students' choice of subject depended on what their guardians or parents wanted them to do.

Ng'etich (2014) investigated factors influencing Girl's low enrolment and poor performance in physics. The researcher selected 17 secondary schools. Data were collected from 10 heads of science departments using interview schedule, 30 physics teachers and 270 form 3 physics students using questionnaires. The study revealed that (80%) of the parents greatly influenced the enrolment of girls in physics through the guidance and motivation that they provide to their daughters. The study recommends that parents should be involved in the guidance of the girls in order to change the girls' negative attitude towards history.

The above studies were done in secondary schools and not in institutions of higher learning. Therefore, this study analyses the extent to which parental influence affect students' enrolment in history in private Tertiary institutions.

2.1.3 Personal interest

Student's personal attitude towards education and learning affect their performance and interest, hence what they end up doing affects the subjects they offer. Recent findings show that students who hold negative stereotype images of Scientists, Science and Technology in the society are easily discouraged from pursuing scientific disciplines and usually perform poorly in science subjects (changeiywo, 2001).

Personal interest is a departing point for choice as learners mostly excel in things which interest them; consequently a student who shows interest in Geography while in Secondary School is more likely to pursue such a subject in higher levels. While another student who has little or no interest in Geography may opt not to study it at higher levels when it becomes optional. In their study on the role of interest in subject choices, Atweh et al (2005), observe that students choose science subjects at Senior Secondary level either because they are interested in them or because they are advised to study science since they are achieving students.

Among the findings of a study carried out by Tombir (2010) was the fact that students chose History as a result of personal interest in the subject. 124 students; that is (90%) of them were of this opinion. The students' interest in History was more than any other factor contributed enormously to the students' choice of History as they unanimously agreed that they study History because it is very interesting and easily understood. This interest was further aroused by the importance the learners placed on History. He concluded by saying that most learners study History because of their personal desire and interest to do so and because of the intrinsic value they place on the subject. This study will find out if personal interest and the intrinsic value they place on the subject of history will influence their enrolment in history in institutions of higher learning in Lang'ata Division.

Kochung & Migunde carried out a study on Factors Influencing Students Career Choices among Secondary School students in Kisumu Municipality, Kenya. The study was conducted using descriptive survey design with a population of 332 students. The data for this study was collected using questionnaire and interview schedules. . The students were therefore asked to state to what extent their personal interest influences their career choice. The results were presented base on

Personal interests to their career choice. 156 (48.3%) were strongly agree, 74 (22.9%) Agree, 37 (11.5%) neutral, 28 (8.7%) Disagree Strongly and 28 (8.7 %) Disagree. From the results on the above 48.3% of the students strongly agreed while 22.9% also agreed that their career choice was influenced by their interests. Less than 20% disagreed that their career choice was influenced by their interests (JETERAPS, 2011). These results are in agreement with those of Perrone, et al., (2001) who reported that students' interests provide the main motives for their career choice. This results show that when choosing careers most students consider their interests.

2.1.4 Career choice

Gichohi (2008), has defined a career as the sequence and variety of occupations which one undertakes throughout a life time. It includes life roles, leisure activities, learning and work. In summary, it can be defined as a job or profession that gives an individual a chance to progress in some ways that are important to them. Career choice is one of the decisions that everyone has to make in life.

According to Amoth and Oyamo (2007), most people develop quite early in life an idea or mental image of what career they will like to pursue. However they ask that people should take time to understand their abilities, aspirations and interests before they determine a suitable career. Career shares a close relationship with subject selection as certain subjects are a pre-requirement for some careers. For example, if one intent to become a medical doctor, them such a student must study biology, chemistry and sometimes physics because these are requirements for most medical schools before they admit students.

Some schools have put in place career guidance sessions during which students are mentored on various careers in line with the relevant subject combinations they offer. According to Kaudia and Ihanga (2001), different subjects are rated differently for specific jobs. Students are guided on which subjects to choose based on what they hope to become in future while others are guided to certain careers based on their past results. Consequently learners are advised to choose subjects which fit with their career plans. Learners are further advised not to take subjects they find really difficult just because they are needed for a particular career. Thus they advise them to keep their opinions open. A student whose performance is constantly below average in physics or chemistry and wants to become an engineer will definitely be advised to choose another subject. This implies that there is a need by teachers to constantly point out the relationship between what is being taught in classroom and its relevance for the future.

Adeyemi (2009) carried out a research on the factors influencing geography as an optional subject in a secondary school in Botswana. He sampled a total number of 205 participants who were all from one class. He purposively chose his sample which consisted only of form five students and used questionnaire to collect information from them. The findings from the study reveal that majority of the students (95%) choose geography because it is related to their intended career. The students mentioned that the major reason why they chose geography was because they wanted to become pilots, meteorologist, environmentalist and geologists.

Marigi (2008), as cited in (Telewa, 2015) also carried out a research on the factors that influence secondary school students' choice of subjects in Ngong Division. He sampled 60 students and used questionnaires to collect data. The findings of the study revealed that (95%) of students select subjects according to their career aspirations while (5%) of students did not agree with

that. They, therefore, had other reasons why they chose subjects such as the availability of textbooks.

Career choices make students to opt for particular subjects in the institutions of higher learning. This study will therefore find out if career choices can influence students' enrolment in history in Tertiary institutions.

2.2 Summary of Literature Review

The reviewed literature above on the parental influence on student' enrolment has revealed that parents and caregivers have a major influence on students'. Parents may become overly-involved in career decisions because they want their children to be more content in a career than they are in their own jobs. Studies above have revealed that parents give encouragement, responsiveness approval and financial support in matters concerned with the career plans of their children. Krau (2009) contends that the family structure and parental authority are being eroded, leading to diminished family influence on children in respect to values, boundaries, education and morality. Instead, he claims, the family is being replaced by the "Internet society. The results of this study reveals that family is still a major factor that influences students' enrolment among undergraduate students despite the argument by Krau above.

Basically, the literature reviewed on peer influence on students' has revealed that supportive friends or peers have a crucial influence on the enrolment of students' in the institution of higher learning. The literature further noted that adolescents are easily influenced by their peers because they rely on their friends to provide validation of the choices that they make them enroll in a subject. Despite the fact much has been written about peer influence on students' enrolment in a subject, the literature, however, revealed that very little empirical studies on this subject matter

exist especially regarding the sponsored students who easily identify with each other, having come from similar backgrounds, and they often influence each other in many aspects including their enrolment in the subject of history. This study therefore, serves to fill up the missing gap in this aspect of the literature.

Moreover, the literature reviewed of the above on personal interest on students' enrolment has revealed that student' personal interest has a great influence on students' enrolment in the subject of history. Therefore, this study seeks to find out whether the above factors influenced the students' enrolment in History at Tangaza, MIUC and CUEA.

From the literature reviews the following salient issues emerge that form the basis of this study. It is not clear of the factors that influence enrolment dynamics in the discipline of history. While the factors are varied and many such as career prospects, income derived from employment and social prestige; no systematic study has been conduct on this. The current study will therefore unearth the reason behind this and hence provide credible evidence on this trends.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the procedures which were used in conducting the study. The chapter focused on the Research Design, Area of Study, and Population of the Study, Sample and Sampling Technique, Instruments for Data collection, Validation of the instrument, Reliability of the instruments, Method of Data Collection, Method of Data Analysis and Ethical Considerations.

3.1 Research Design

Research design is the overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In other words, the research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer your research question (Orodho, 2003).

According to Orodho (2003), survey design is a method used to describe people, their attitude and their beliefs. Survey Researchers describe characteristics of Respondents with the aim of building theories or generalization about the population they represent. It involves random selection of subjects, getting their views and generalizing the entire population. This type of research is also called descriptive research design. It is appropriate for collecting information by interviewing or administering a questionnaire to a sample of individuals. In this regard, a survey study was used to collect data from history teachers and students.

3.2 Target Population

According to Orodho (2009), target population refers to all the members of a real or hypothetical set of people, events or objects to which the research wishes to generalize the results of the study. Therefore, the target population of this study was all the history students and the lecturers at Marist International University College, Tangaza University College and the Catholic University of East Africa.

3.3 Sample Size and Sampling Technique

According to Oso and Onen (2011), a sample is a part of the target population that has been procedurally to represent it. Sampling technique is a description of the strategies which the research will select representative respondents from the target population (Oso and Onen, 2011).

The sample of this study was based on only history students from Tangaza, MIUC and CUEA. The sample also included all the history lecturers from Tangaza, MIUC and CUEA. The researcher used simple random sampling method to select the sample from the target population. This was because the sampling method allowed each respondent the chance to be included in the sample. A total of

3.4 Description of Research Instruments

Instruments refers to the tools to be used for collecting data and how those tools will be developed (Oso and Onen, 2011). The researcher used questionnaires for the research. A questionnaire is an instrument use to gather data which allows measurements for or against a particular view point (Orodho, 2009).

3.4.1 Questionnaires

The researcher therefore prepared two sets of questionnaires, one for the students and the other for the lecturers. Questionnaires was used by the researcher due to its fast nature of sampling many respondents at a time.

3.4.2 Semi-Structured Interview Guide

Semi-structured interview consists of predetermined questions related to domains of interest, administered to a representative sample of respondents to confirm study domains, and identify factors, variables, and items or attributes of variables for analysis or use in a survey (Schensul, 1999). The semi-structured interview guide was administered to both history lecturers and history students at Tangaza, MIUC and CUEA to obtain the required data for addressing the research questions.

3.4.3 Focus Group Discussion Guide

Kitzinger (2005), defines focus group discussions are group discussions which are arranged to examine a specific set of topics. Therefore, the researcher explored focus group discussion among the history students. The researcher decided to use focus group discussion because it enabled him to obtain relevant information so as to be able to adequately answer the research questions.

3.5 Reliability of the Research Instruments

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher did a pilot study with some history students in MIUC, Tangaza and CUEA to achieve considerable reliability. It

enabled the researcher to discovered possible random errors and effect necessary changes and corrections.

3.6 Validity of the Research Instruments.

According to Mugenda and Mugenda (2003), validity of a research instrument is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The researcher seek assistance from research experts and contribution of the supervisor in order to improve the validity of the research instruments. The instrument was thereafter, adjusted to the suggestions of the experts and supervisor united in the final research instruments.

3.7 Data Collection

With the aid of a letter of recommendation from the Deputy Principal of Academics of Marist International University College. The research got permissions from the relevant authorities of the school where this research was carried out. The researcher also got help administering the questionnaires from the history lecturers in CUEA, Marist and Tangaza.

3.8 Data Analysis Procedure

Data analysis is the process of bringing order to the data, organizing into parts, categories and descriptive units and finding relationships between them (Bryman, 2000). In this study, data yielded from the field were both qualitative and quantitative. Therefore the researcher used statistical data procedures to analyzed both quantitative and qualitative data. To analyze the information collected from the field, the researcher first identified and differentiated between the quantitative and qualitative data.

To analyze the quantitative data, the researcher categorized the questionnaires into two groups specifically the students and the teachers. The questionnaires for each were then coded from the first to the last. The responses from the closed ended questions were assigned numbers while the responses from the open ended questions were assigned themes, which were then coded. After the coding the researcher then summarized them by the use of descriptive statistics such as frequencies, percentages. Data were also be presented in figures, graphs and in tabular forms using statistical package for social sciences (SPSS) and excel program. The open ended questions were then be analyzed according to themes developed in the first. The researcher then reported the information inform of narrative.

3.9 Ethical Consideration

Moorhead, Sherr and Rogers (2012), state that a research is governed by rules and regulations which help to reduce conflicts and misunderstandings among researchers and respondents. The researcher assured the respondents confidentiality of all the information that was collected for the study. Privacy was undertaken so that their names or schools were not be mention in the final report. Only pseudo-names were used. The researcher got permission from the Deputy Principal (Academics) of Marist International University College and Registrars of Tangaza University College and Catholic University of East Africa to collect data from the students. All books, journals and any work that was used by the researcher were cited both in-text and in the reference list using the American Psychological Association (APA) (6th Ed.) style.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter, the data collected by the researcher were presented, interpreted and discussed. The research was based on three objectives from which both semi- structured interview guide and a focus group discussion were formulated. The researcher administered 100 semi- structured interview guide for students and 10 for Lecturers and of these 86 questionnaire for students and 6 for lecturers were returned. The researcher used the Statistical Package for Social Science (SPSS) to analyze the data and used the statistical descriptive methods such as; frequency tables, percentages and charts to illustrate the presentations. The first part dealt with demographic information of the respondents. The second section dealt with reasons why students do not enroll in History. The third section dealt with influence of students' interest on enrolment. The fourth section dealt with peer influence on enrolment. The fifth section dealt with parental influence on enrolment in history. The sixth section dealt with personal interest on students' enrolment. The seventh section dealt with influence of career choices on enrolment while the eighth section dealt with ways of improving low enrolment.

4.2 DEMOGRAPHY OF THE RESPONDENTS

4.2.1 Gender of Respondents

Table 1: Gender of students

Gender	Frequency	Percentage
Male	51	59.3
Female	35	40.7
Total	86	100

Table 1 shows that (59.3%) of the history students were male while (40.7%) were female. This equally reveals that the research was based on the views of both genders. The table yet poses a challenge as to why the ratio of male students is higher than that of the female students doing social arts programs especially history.

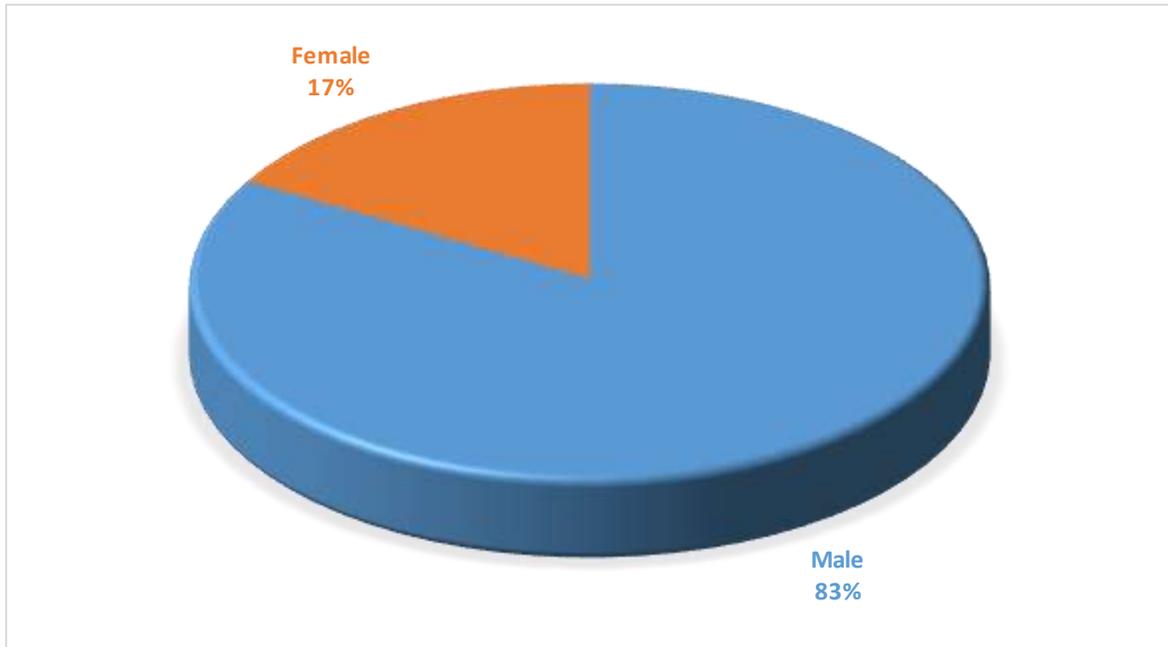


Figure 2: Gender of History Lecturers

Figure 2 shows that (83%) were male History Lecturers while (17%) were female. This equally reveals that the research was based on the views of both genders. The figure yet poses a challenge as to why the ratio of male lecturers is higher than that of female lectures.

4.2.2 The Age of the Respondent

Table 2: Age of Students

Age (Years)	Frequency	Percentage
17- 20	56	65.1
21 -25	20	23.3
26 -30	9	10.5
30 and above	1	1.2
Total	86	100

Table 2 show the distribution in age of the students in the three private universities in Langata where the research was conducted. The table exemplifies that (65.1 %) were between 17-20 years, (23.3%) were between 21-25 years, (10.5%) were between 26-30 and (1.2%) were above 30 years. The table shows that all the students are in their youthful age. These findings shows that the mean age of the respondents is 21 years and Santrock (2008), posited that at this age people move beyond concrete experiences and begin to think abstractly, reason logically and draw conclusions from available information. With the aforementioned, the researcher can conclude that the respondents were mature enough to understand the questions and draw conclusions.

Table 3: Age of History lecturers

Age	Frequency	Percentage
31-35	2	33.3
36-40	1	16.7
41-45	3	50
Total	6	100

Table 3 shows the distribution in age of the History lecturers in the three higher institutions in Langata county where the research was conducted. The table exemplifies that (33.3%) of the lecturers were between 31-35 years, (16.7%) were between 36-40 years while (50%) were between 41-45years. The table shows equally that all the lectures were above 30 years.

4.2.3 Years of Teaching experience of the Lecturers

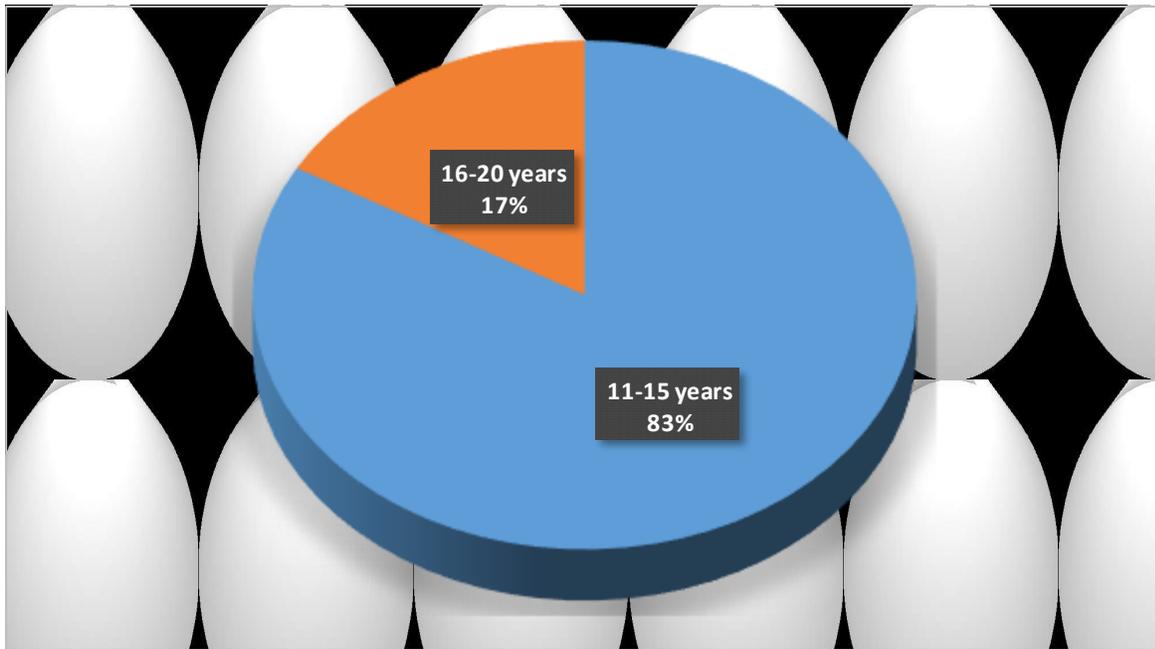


Figure 3: Year of teaching experience

From figure 3 shows that (17%) of the lecturers were within the teaching experience of 16-20, while (83%) were in the teaching experience of 11-15. This points out that the majority of the lectures had been in the teaching field more than ten years and have acquired lot experience in teaching their respective schools.

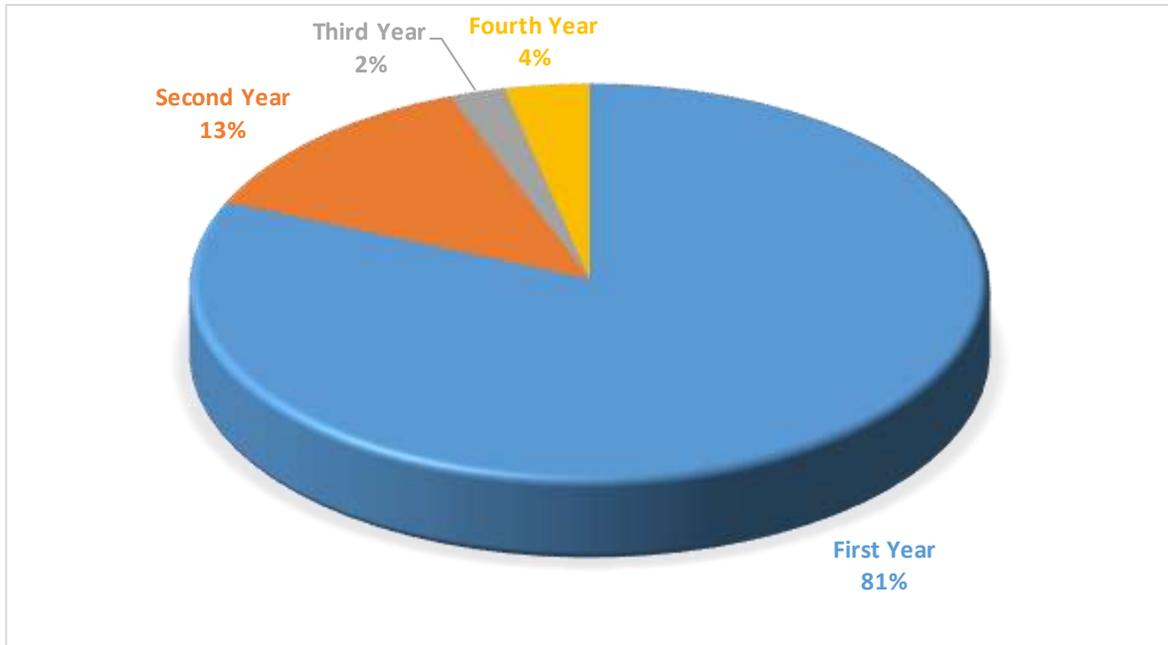


Figure 4: Students' Year of Study

As shown in figure 4, (81%) were in first year, (13%) were in second year, (2%) were in third year while (4%) were in fourth year. This shows that majority of the history students were in first year. This indicates that the enrolment of history students is not constant, there are years the enrollment is low and the other year enrolment is high.

4.3 REASONS STUDENTS DO NOT ENROLL IN HISTORY

4.3.1 In your opinion, why do students enroll in a course in tertiary institutions?

Table 4: Reasons for students' enrollment in a course in tertiary institutions

	Frequency	Percentage
Because they have interest in the course	15	17.4
To get job	60	69.8
To gain knowledge	11	12.8
Total	86	100

Table 4 shows that, (17.4%) of the students enroll in a course as a result of the interest they have in that particular course, (60%) of the students responded that, they enroll in a course due to the job opportunity in the future while (11%) of the students responded that, they enroll in a course as a result of getting knowledge in such course. From the focus discussion, majority (80%0) of the participant stated that they enroll in a course in other to get job in the future. This Implies that majority of students enroll in a course due to the job market.

4.3.2 Why did you enroll for history?

Table 5: students' enrollment in history

	Frequency	Percentage
Because of the passion I have for history	26	30.2
To become a history teacher	60	69.8
Total	86	100

Table 5 shows the desire for student to enroll in the subject history. Table shows that (30%) of the students enroll in history because of the passion they have for history while (69. %) of the students responded that, they enroll in history because they want to become a history teacher. This points out that majority of students' enroll in history in other to fulfil their career aspirations as history teachers.

4.3 INFLUENCE OF STUDENTS' INTEREST ON ENROLMENT

4.3.1 Do you think students' interest influence their enrolment in history?

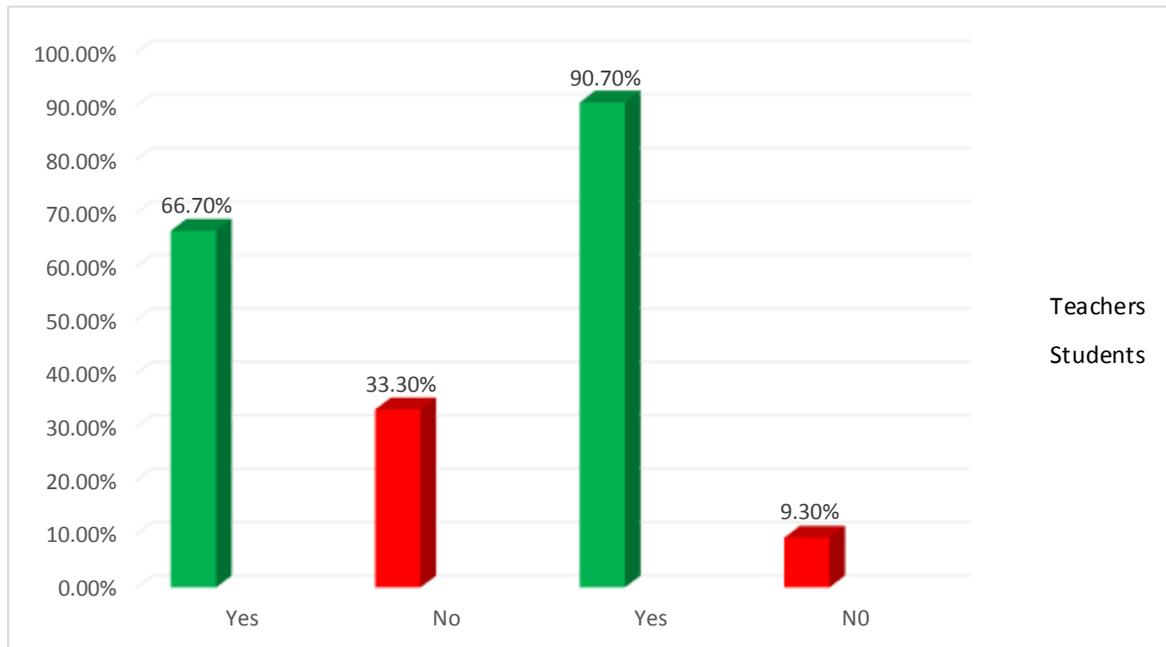


Figure 5: Students' interest influence on their enrolment in history

Figure 5 shows the response from lectures and students on whether students' interest influence on their enrolment in history. (66.7%) of the students agreed equally that their interest increase their enrolment in history while (33.3%) disagreed that their interest had nothing to do with their enrolment in history. On the other hand, (90.7) of the lectures agreed that students' interest influence on their enrolment in history. This point out that students' interest influenced their enrolment. From the focus group discussion, majority of the partakers stated the view that, they enrolled in a course based on their interest. These results are in mark with Perrone, et al., (2001) who reported that students' interests provide the main motives for their career choice. This results show that when choosing careers most students consider their interests.

4.3.2 Does personal interest play a vital role in influencing students to enroll in a course?

Table 6: Personal interest influencing on students' enrollment

	Students		Lecturers	
	f	%	f	%
Yes	80	93	5	83.3
No	6	7	1	16.7
Total	86	100	6	100

From table 6, (93%) of the students agreed that personal interest play a vital role in students enrolment in a course while (7%) of the students disagreed that personal interest do not play any role in students enrolment. On the other hand (83.3%) of the lecturers agreed that personal interest play a vital role in influencing students' enrolment in a course while (16.7%) of the lecturers disagreed. The finding therefore point out that personal interest play a vital role in influencing students' enrolment in a course.

4.3.3 Does your personal interest influence your enrolment in history at tertiary institutions?

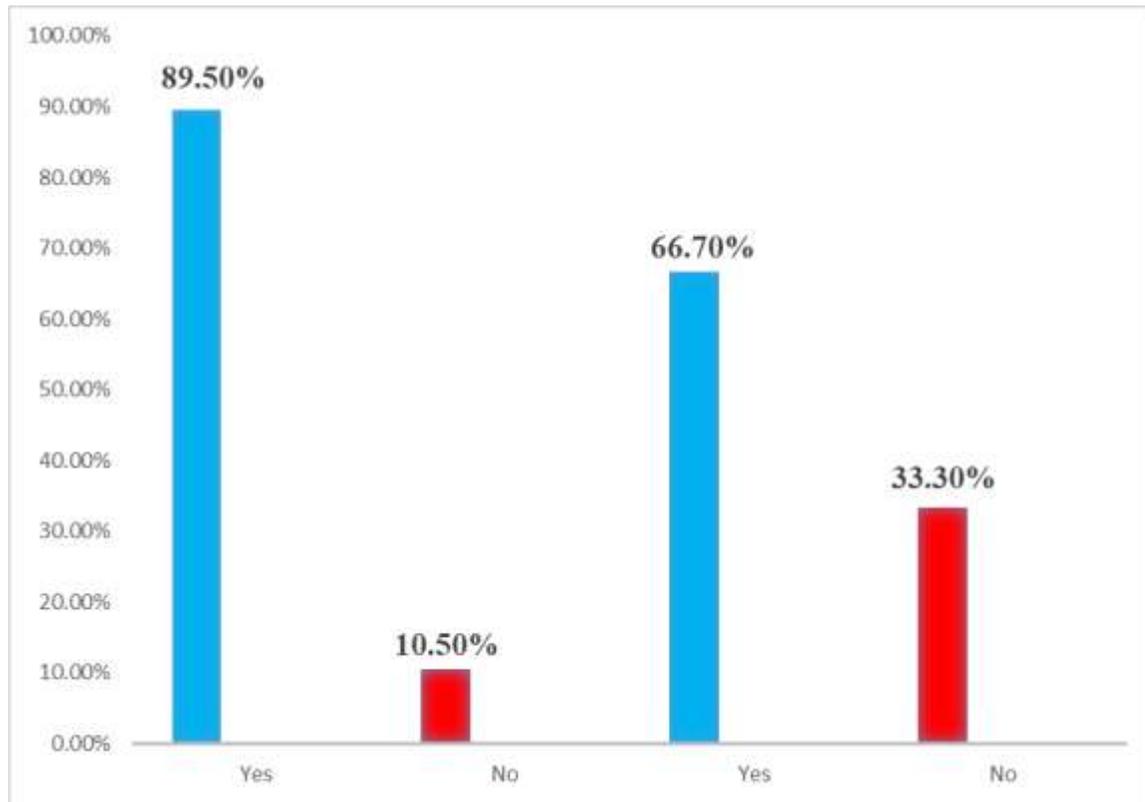


Figure 6: Personal interest influence students' enrolment in history in tertiary institutions

Figure 6 displays the response by students and lecturers whether personal interest influence students' enrolment in history in tertiary institutions. (89.5%) of the students agreed with the opinion that their interest influenced them to enroll in history in tertiary institutions, while (10.5%) of the students disagreed with the opinion. On the other hand, (66.7%) of the lecturers agreed that students' personal interest influence their enrolment in history in tertiary institutions while (33.3%) of the lecturers disagreed with the opinion. These results are in agreement with those of Perrone, et al., (2001) who reported that students' interests provide the main motives for their career choice. This results shows that when choosing careers most students consider their interests.

4.4 PEER INFLUENCE ON ENROLMENT

4.4.1 Does the peer influence enrolment in history?

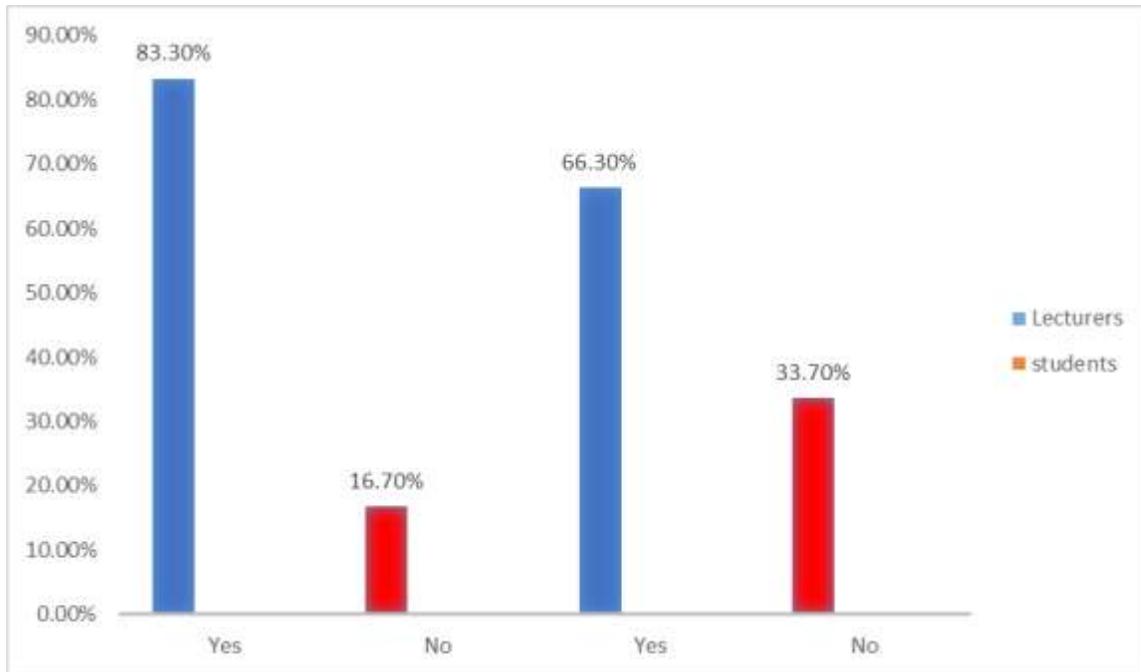


Figure 7: Peer influence on enrolment in history

Figure 7 shows the response of the lecturers and students on whether peer influence students' enrolment in history. The findings shows that (83.3%) of the lecturers are of the opinion that peer influence students' to enroll in history, while (16.7%) of the lectures disagreed with this opinion. On the other hand, (66.3%) of the students agreed that the peer influence students' to enroll in history while (33.7%) of the student disagreed that the peer do not influence students' to enroll in history. This also shows that the peer influence students' to enroll in history. This finding is in line with Akintade (2012), who argues that peers have a lot of influence on one another while in secondary school. The findings of his study reveal that 140 students (70%) agreed that they chose geography because their friends also study it while 60 students (30%) were not of that

opinion. This indicates that majority of the students are influenced by their peers when selecting subjects.

4.4.2 Do you think peer influence can make students to enroll in history?

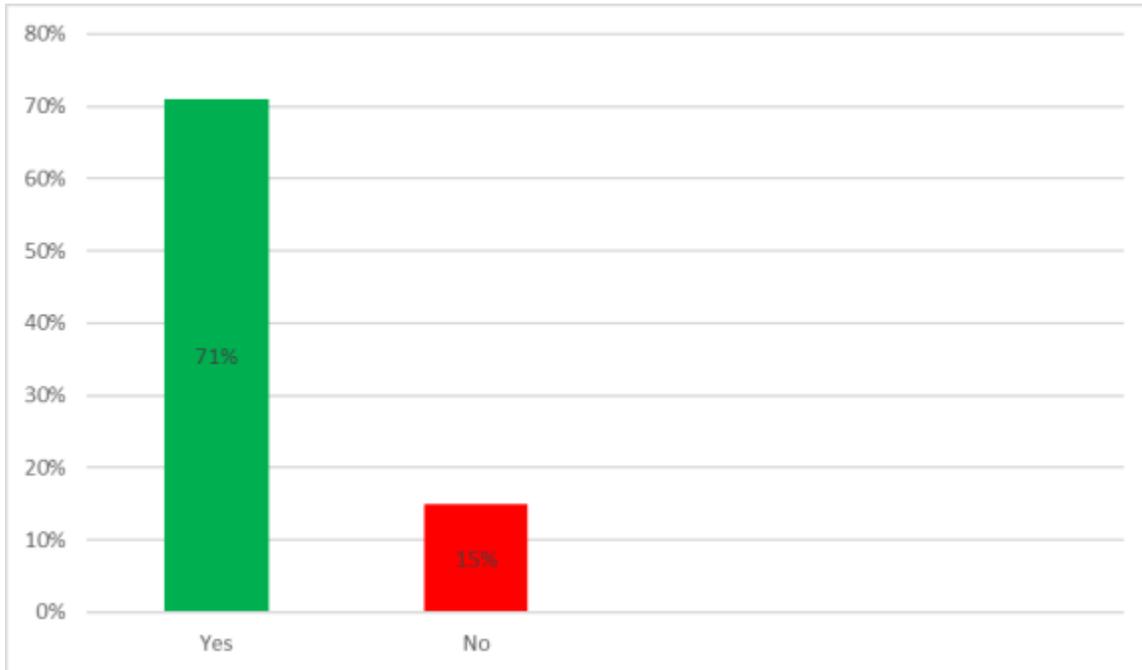


Figure 8: How peer influence can make students to enroll in history

Figure 8 shows the response of students on how the peer influence can make students to enroll in history. From the response, (71%) of the student responded that the peer influence has a significant role to make students to enroll in history, while (15%) of them responded that the peer influence cannot make students to enroll in history. From the views of lecturers whether the peer influence can make students to enroll in history, majority of the lecturers agreed with the opinion that the peer influence can make students to enroll in history. This indicate that the peer influence play a vital role in the enrolment of students' in history

4.5 PARENTAL INFLUENCE ON ENROLMENT

4.5.1 Do you think parents influence your enrolment in history?

Table 7: Parents' influence on students' enrolment in history

	Students		Lecturers	
	f	%	f	%
Yes	38	44.2	4	66.7
No	48	55.8	2	33.3
Total	86	100	6	100

Table 7 shows the response from the lecturers and students on the parental influence on students' enrolment in history. From 5, (44.2%) of the students agreed that their parents influence their enrolment in history while (55.8%) of the students disagreed that their parents do not influence their enrolment in history. On the other hand, (66.7%) of the lecturers said that parents influence their children to enroll in history while (33.3%) said that parents do not influence their children to enroll in history. From the response of the lecturers and students, it shows that the respondents embrace two different views on parents' influence on students' enrolment in history. The lecturers embrace the view that, parents influence their children to enroll in history while the students embrace the view that their, their parents do not influence them to enroll in history. This finding is in line with Kireria (2007) who argues that, the students' choice of subject depended on what their guardians or parents wanted them to do.

4.5.2 Do parental influence lead to low enrolment in history?

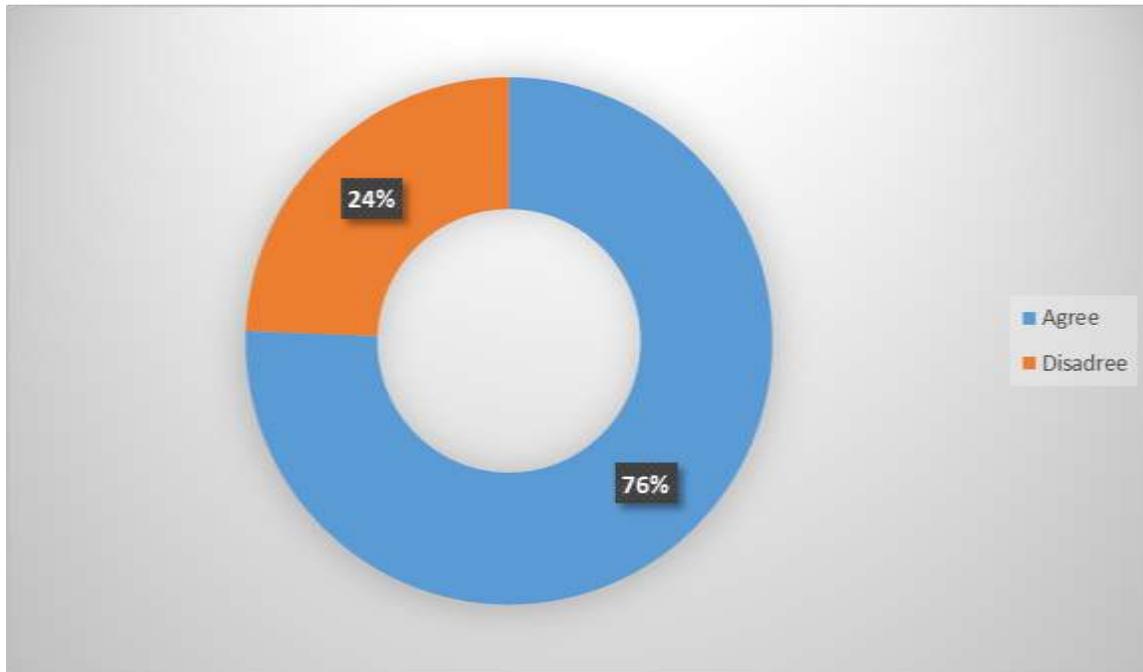


Figure 9: Parental influence lead to low enrolment in history

According to figure 9, majority of the students (76%) agreed that parental influence lead to low enrolment in history while (24%) disagreed with the motion that parental influence lead to low enrolment in history. This implies that when parents decide the students' choice of subject then there is possibility of low enrolment in history.

4.5.3 Do Parents determine what students should study in tertiary institutions?

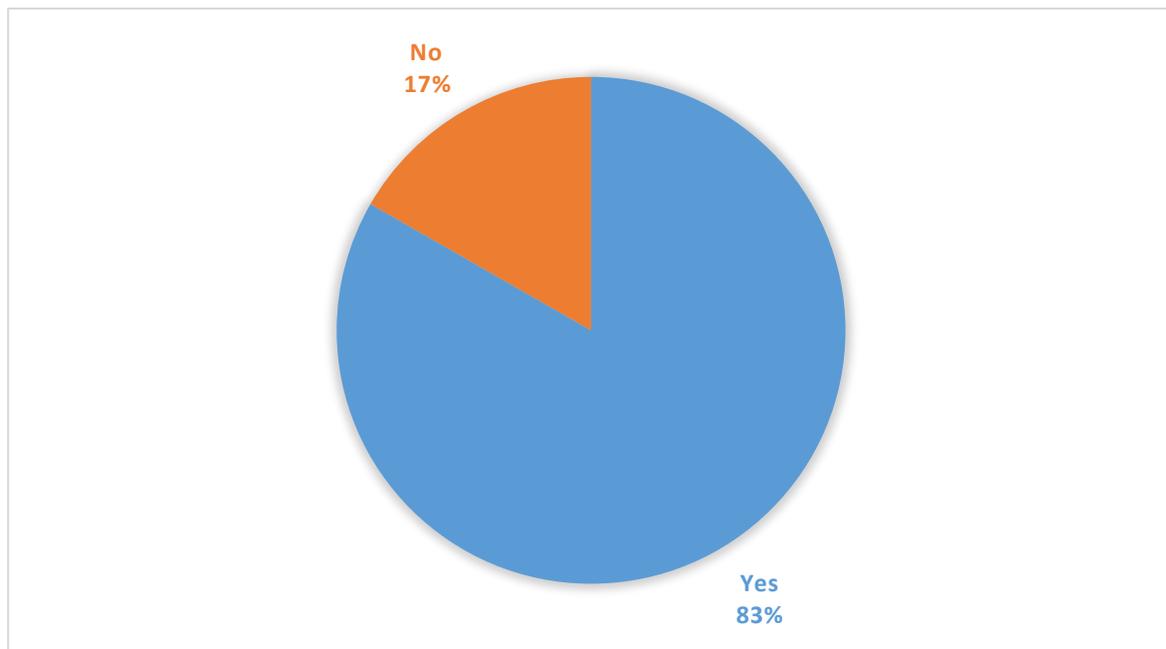


Figure 10 : Parents determine what students should study in tertiary institutions

Figure 10 shows that (83%) of students agreed that their parents determine what they should study in tertiary institutions while (17%) of the students were of the contrary opinion. During the focus group discussion, one of the participants said “I am doing history in education because my father forced me to do it since he is a history teacher”. The finding point out clearly that parents determine what their children should study in the tertiary institutions.

4.6 INFLUENCE OF CAREER CHOICES ON ENROLMENT

4.6.1 Do your career related choices influence your enrolment in history?

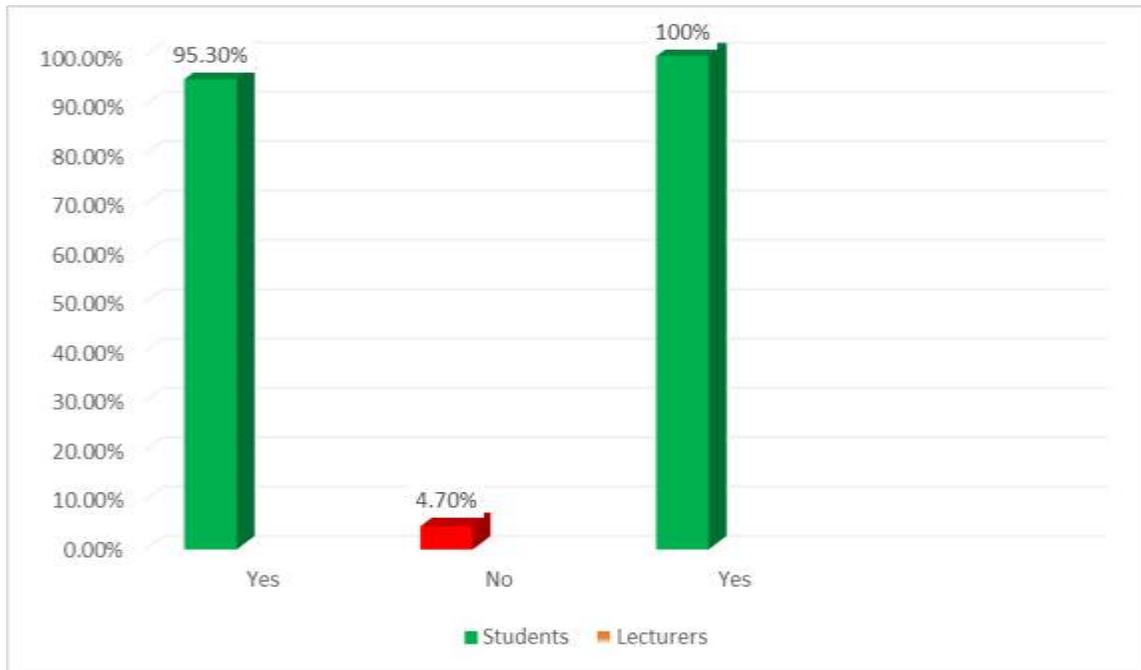


Figure 11: Career related choices influence on enrolment in history

Figure 11 shows that (95%) of the students and (100%) of all the lecturers respectively agreed that career related choices influenced students enrolment in history while (4.7%) of the students disagreed with the notion. During the focus group discussion, all the participant stated that “we want to be a teacher of history that is why we chose to do history in university”. This implies that career related choices influence students’ enrolment in history.

4.6.2 Do you think your career choice has influenced what you study in tertiary institutions?

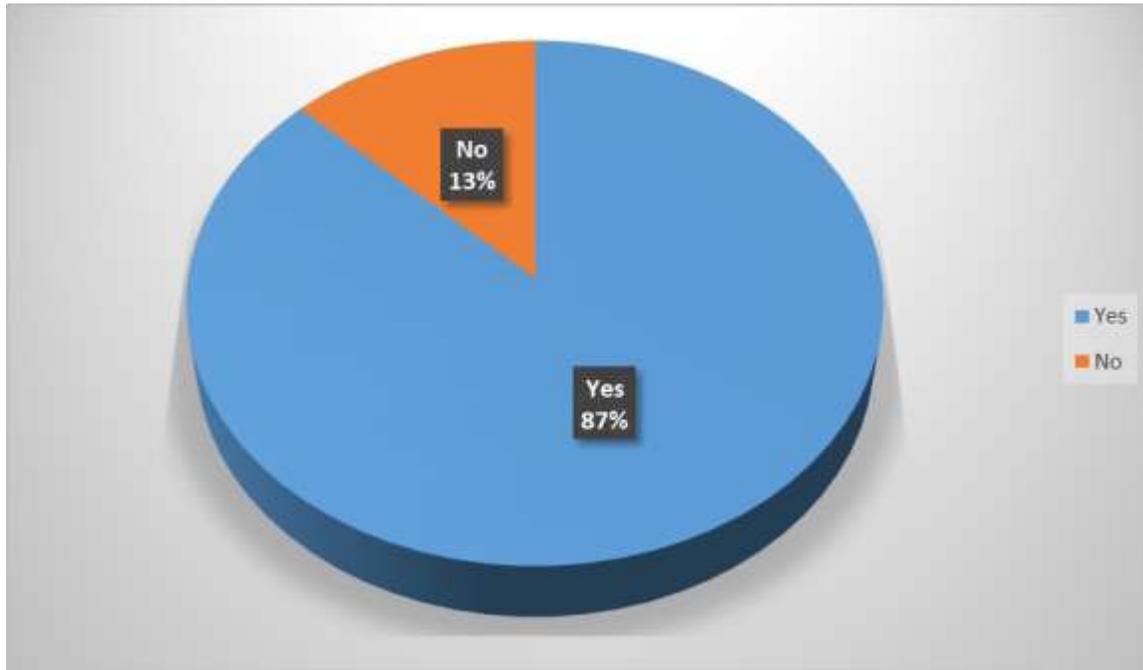


Figure 12: Career choice influenced what students study in tertiary institutions

Figure 12 indicates that (87%) of the students were of the view that career related choice influenced what they study in the tertiary level, while (13%) of the students were not of the view that career related choice influenced what they study in tertiary institutions. This indicates that students enroll in a course that are related to their future choices. This finding is in line with Adeyemi (2009) study that majority of students choose a course that are related to their career choices.

4.7 WAYS TO IMPROVE LOW ENROLMENT OF STUDENTS IN HISTORY

4.7.1 What are some of the reasons for low enrolment of students in history?

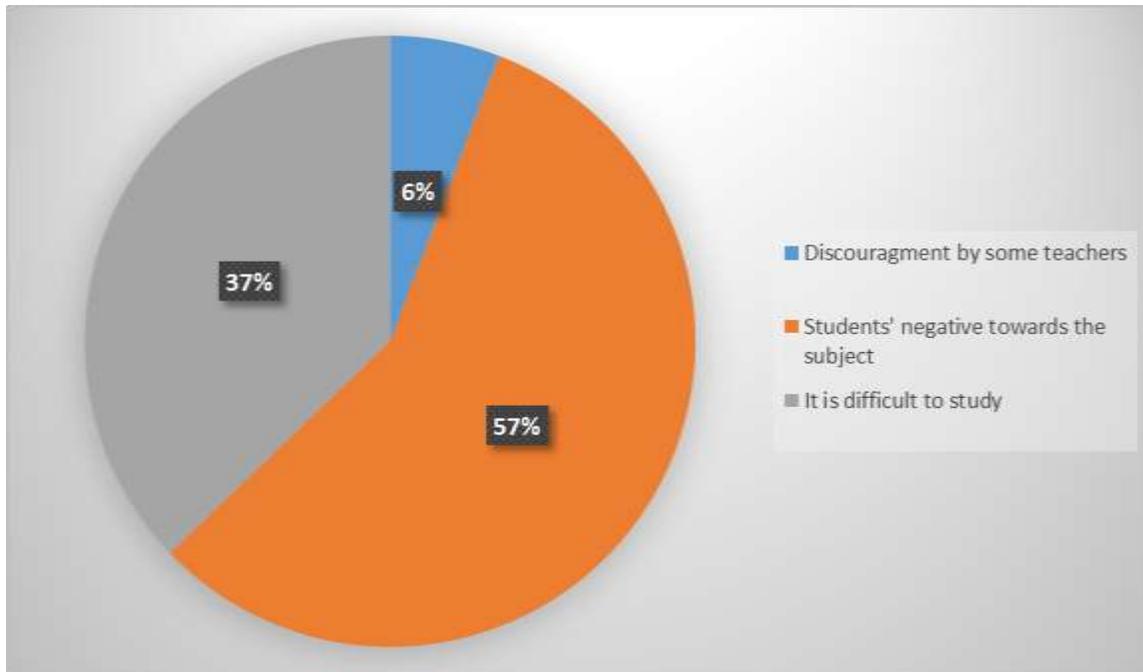


Figure 13: Reasons for low enrolment of students in history

Figure 13 gives the responses of students on reasons for low enrolment of students in history. (6%) of the students agreed on the opinion that, students do not enroll in history due to the discouragement from some teachers in schools, (37%) of the students said it is as a result of students' negative attitude towards the subject and (57%) of the students agreed that it is very to study the subject. On the other hand majority (90%) of the lecturers agreed with the opinion that some of the students have negative attitude towards the subject history.

4.7.2 Ways to improve the low students' enrolment in history in tertiary institutions

The Researcher sought to find out from the lectures and students what could be done to improve enrolment or encourage more students to pursue History studies given its unique importance. The lecturers outlined the following as suggestions; students should be encouraged to have positive view the role of history studies in the society and its merits, the subject should be made compulsory, the basic concepts of history studies should be introduce in the primary school syllabus, change of negative attitude and the curriculum should be more relevant to the job market.

Furthermore, the students also proposed the following suggestions: the government should sponsor students to enroll in history in tertiary institutions, parents and teachers should motivate students to enroll in history and learners should have more exposure to real life experience and field trip to historical places.

4.8 Summary of the findings

This study meant to establish the factors influencing students' enrolment in history using bar charts, pie charts, and tables. The charts ogives symbolic sight for easy interpretation analysis of the data.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the entire study as well as the conclusions arrived at and the recommendations suggested to the various stakeholders with regard to low students enrolment in history.

5.2 Summary

This study investigated the factors influencing students' enrolment in history in tertiary institutions. A case study of Tangaza University College, Marist International University College and the catholic university of Eastern Africa in Langata Division of Nairobi County. The study was centered on the following precise objectives; to find out the extent to which peer influence enrolment in the subject of history; to examine the role of parents in the enrolment in the subject of history; to find out the extent to which interest of students in the subject of history influence enrolment; to find out the extent to which career related choices influence enrolment in history.

The researcher conducted the study in three tertiary institutions; Tangata University College, Marist International University College and the catholic university of Eastern Africa. Semi-structured interview guide and focus group discussion was used as instrument to collect data. The semi-structured interview guide was used to collect information from both history students and history lecturers. Meanwhile the focus group discussion was used as additional data from students. The researcher used 86 sample size for students and 6 for lecturers. SPSS was used for interpretation of the quantitative data from the semi-structured interview guide. While the

qualitative data from the semi-structured interview guide and focus group discussion was used as support backed the findings.

The outcome of the study indicated that students enrolment in history based on the sampled schools were influenced by career related choices, students' interest and peer influence. On the other hand parental influences had no impacts on students' enrolment in history. The study also established that government sponsorship can be one of the ways to improve students' enrolment in the subject of history in the tertiary institutions.

5.3 Conclusion

Based on the objectives of the study, the following conclusions were revealed on the factors influencing students' enrolment in history in tertiary institutions in Langata Division of Nairobi County:

5.3.1 The influence of students' interest on enrolment in history

The findings revealed first of all that the influence of students' interest has a very strong influence on students' enrolment in history in tertiary institutions. Figure 4 gives a clear confirmation that students' interest influence enrolment in history, where (66.7%) of the students agreed equally that their interest increase their enrolment in history while (90.7%) of the lectures agreed that students' interest influence on their enrolment in history. This point out clearly that students' enrolment in history in tertiary level depends on the interest. Hence, interest plays an important part in students' enrolment.

5.3.2 The peer influence on students' enrolment in history

The study also showed that the peer influence students to enroll in history. From the findings of the study, (83.3%) of the lecturers are of the opinion that peer influence students' to enroll in history, while (66.3%) of the students agreed that the peer influence students' to enroll in history. The focus group members were also in agreement with the point that the peer influence students to enroll in history. Nevertheless, the peer influence play a very strong role in students' enrolment in history.

5.3.3 The influence of career choices on students' enrolment in history

The results of this study revealed that the career choices influence students' enrolment in history. The analyzed data also showed that, career choices determine what student studied in tertiary institutions. Figure 10 of the findings shows that (95%) of the students and (100%) of all the lecturers respectively agreed that career related choices influence students' enrolment in history. From the results of this study it can be concluded that career related choices influence students' in history in tertiary institutions.

5.3.4 The parental influence on students' enrolment in history

The analysis of the data showed that the degree of students' enrolment in history depends on their parents. The study also showed that the parents play a vital role in student enrolment in tertiary institutions. Figure 9 gives a clear indication of the opinion that (83%) of the students agreed with the aim that their parents determine what they should study in tertiary institutions. During the focus group study, one of the participants said "I am doing history in education because my father forced me to do it since he is a history teacher". The finding point out clearly that parents determine what their children should study in the tertiary institutions. Therefore, parents' decisions plays an important role in students' enrolment in history.

5.3.5 Ways of improving students' enrolment in history in tertiary institutions

The followings were some of the ways discovered to improve students' enrolment in history in tertiary institutions.

Students are encouraged to have positive view the role of history studies in the society and its merits, the subject should be made compulsory, the basic concepts of history studies should be introduce in the primary school syllabus, change of negative attitude and the curriculum should be more relevant to the job market. The study also found that the government should sponsor students to enroll in history in tertiary institutions, parents and teachers should motivate students to enroll in history and learners should have more exposure to real life experience and field trip to historical places.

5.3.6 Recommendations

From the findings, the followings recommendations were made:

5.3.7 The School Administration

The school administration should ensure that there are enough textbooks, teaching aids and learning materials in the library for use by lecturers and learners. These textbooks facilitates the lessons by helping lecturers prepare their notes and learners to get further information on what has to be done. The administration should also organize educational trips for students to historical sites so that they can get some exposure about real life events.

5.3.8 The teachers

The teachers should take time to prepare their lessons and explain concepts to students. They should coordinate with the administration and organize external learning trips for students so as to make the subject more interesting. In addition, they should clearly explain the importance of

studying History Studies to students at an earlier stage of their studies. They should also encourage students to have a positive attitude towards the subject.

5.3.9 The students

The students should have a positive attitude towards History Studies and encourage their friends who find it difficult to pursue the subject for one reason or another. They need to create a room for interest towards the subject History. They can also ask the administration to organize field trips to historical places to develop life experiences.

5.3.10 The parents

Parents should allow their children to decide what to enroll in the tertiary institutions but not to determine what their children to pursue in. By doing so their children may develop interest in what they want to do.

5.3.11 The Ministry of Education

The ministry of education should put in place some policies that will make students to enroll in the subject of history from the basic level to tertiary level. Thus, the subject should be compulsory in the curriculum of education.

5.3.12 Areas for further Research

The factors influencing students' enrolment in history in tertiary institutions have been established in this study. However, the researcher proposes the following areas for which further research may be conducted;

1. The factors influencing students' performance in the subject of History in Secondary Schools.

2. The factors influencing students' performance in the subject of History in national examinations such as KCSE.
3. Living in the twenty first century amidst modern technology, there is need to look into the influence of information and communication technology (ICT) on the teaching and learning of History.

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APPENDIX 1

SEMI-STRUCTURED INTERVIEW GUIDE FOR HISTORY LECTURERS

Marist International University College

P. O. Box 24450-00502

Nairobi-Kenya

Dear Respondent,

I am a student at Marist International University College undertaking a research on the factors influencing students' enrolment in history in private Tertiary institutions in Lang'ata District.

Please, kindly give accurate information that will assist the study to come up with valid and credible results. The information you will provide will be highly valued and treated in confidence and used only for academic purpose. I, therefore cordially invite you to answer the questions below without writing your name anywhere on this questionnaire.

Thank you.

Yours Sincerely,

Asante Joseph.

(Bed/351/13/14)

Section A: Demographic Information

Instructions: Please, indicate your answer with a tick [√] in the square bracket provided.

1. Age: 20 to 25 years [] 26 to 30 years [] 31 to 35 years [] 36 to 40 years []
41 to 45 years [] 46 years above []

2. Gender: Male [] Female []

3. Year(s) of teaching experience: 1-5 years [] 6-10 years [] 11-15 years [] 16-20 years []

Others (please specify):

Section B: Reasons students do not enroll in History

Instructions: Please, write your answer in the space provided.

4. In your opinion, why do students enroll in a course in Tertiary institutions and university?

.....
.....

5. What are some of the reasons of low enrolment in History in university?

.....
.....
.....

Section C: Influence of students' interest on enrolment

Instructions: Please, tick [√] and answer appropriately the open questions

6. Do you think students' interest influence their enrolment in History?

YES []

NO []

Explain your answer

.....
.....

7. In your opinion, does students' interest play a role in what they study in Tertiary institutions and university?

YES []

NO []

Explain your answer

.....
.....

Section D: Peer influence on enrolment

Instructions: Please, tick [√] and answer appropriately the open questions

8. Does the peer influence affect students' enrolment in history?

YES []

NO []

Explain your answer

.....
.....

9. Do you think peer influence can make students to enroll in history?

.....
.....

Section E: Parental influence on students' enrolment in history

Instructions: Please, tick [] and answer appropriately the open questions

10. In your opinion, do parents influence students to enroll in a course?

YES []

NO []

Explain your answer

.....
.....

11. Do parent(s) determine what their children should study in Tertiary institutions and university?

YES []

NO []

Explain your answer

.....
.....

12. Do Parents influence on students enrolment of history at tertiary institutions and university?

Explain your answer

.....
.....

Section F: Ways to improve low enrolment in history

Instructions: Please, tick [√] and answer appropriately the open questions

13. Can you suggest ways to improve on low students' enrolment in history in Tertiary institutions?

.....
.....

14. In your opinion, what can be done to motivate students to enroll in history in Tertiary institutions?

.....
.....

15. What changes should be made to improve low enrolment in history in Tertiary institutions?

.....
.....

APPENDIX 2

SEMI-STRUCTURED INTERVIEW GUIDE FOR HISTORY STUDENTS

Marist International University College

P. O. Box 24450-00502

Nairobi-Kenya

Dear Respondent,

I am a student at Marist International University College undertaking a research on the factors influencing students' enrolment in the subject of history in tertiary institutions in Lang'ata District.

Please, kindly give accurate information that will assist the study to come up with valid and credible results. The information you will provide will be highly valued and treated in confidence and used only for academic purpose. I, therefore cordially invite you to answer the questions below without writing your name anywhere on this questionnaire.

Thank you.

Yours Sincerely,

Asante Joseph.

(B.Ed/351/13/14)

Section A: Demographic Information

Instructions: Please, indicate your answer with a tick [√] in the square bracket provided.

1. Age: 17 to 20 [] 21 to 25 [] 26 to 30 [] 30 above []

2. Gender: Male [] Female []

3. Year of study: First [] Second [] Third [] Fourth []

Section B: Reasons students do not enroll in History

Instructions: Please, write your answer in the space provided.

1. Why did you enroll for History?

.....
.....

2. What are some of the reasons for the low enrolment of students in History?

.....
.....

3. In your opinion, why do students enroll in a course?

.....
.....

Section C: Influence of students' interest on enrolment

Instructions: Please, tick [] and answer appropriately the open questions

4. Do you think your interest influence your enrolment in History?

YES []

NO []

Explain your answer

.....
.....

5. In your opinion, does personal interest play a vital role in influencing students to enroll in a course?

YES []

NO []

Explain your answer

.....
.....

6. What was interesting about history that made you to register for history?

.....
.....

7. What interests you about history that made you to enroll for it?

.....
.....
Section D: Peer influence on enrolment

Instructions: Please, tick [] and answer appropriately the open questions

8. Does the peer influence enrolment in history?

YES []

NO []

Explain your answer

.....
.....

9. Do you think peer influence can make students to enroll in history?

YES []

NO []

Explain your answer

.....
.....

Section E: Parental influence on enrolment

Instructions: Please, tick [] and answer appropriately the open questions

10. Do you think parents influence your enrolment in history?

YES []

NO []

Explain your answer

.....
.....

11. Do parental influence lead to low enrolment in history?

YES []

NO []

Explain your answer

.....
.....

Section F: personal interest on students' enrolment

Instructions: Please, tick [] and answer appropriately the open questions

12. Does your personal interest influence your enrolment in history at tertiary institutions?

YES []

NO []

Explain your answer

.....
.....

Section G: Ways to improve low enrolment

Instructions: Please, tick [] and answer appropriately the open questions

13. Suggest ways to improve the low students' enrolment in history in Tertiary institutions?

.....
.....

14. In your opinion, how can you motivate students to enroll in history in Tertiary institutions?

.....
.....

Thank you!

APPENDIX 3

Demographic Information

Instructions: Please, indicate your answer with a tick [] in the square bracket provided.

1. Age: 17 to 20 [] 21 to 25 [] 26 to 30 [] 30 above []

2. Gender: Male [] Female []

3. Year of study: First [] Second [] Third [] Fourth []

4. Members name

GROUP FOCUS DISCUSSION GUIDE

1a. What makes students want to enroll in a course?

.....
.....
.....

b. What do you think are the causes of low enrolment of students in history in the university?

.....
.....
.....

c. What motivated you to choose history in the university?

.....
.....
.....

2a. In your opinion, does interest of students in history influence enrolment?

.....
.....
.....

b. Do you think students' interest determine what students enroll in university?

.....
.....
.....

c. What made you to choose history in university?

.....
.....
.....

3 a. Do parents have a role in influencing students' enrolment in history?

.....
.....
.....

b. In what way can parents influence students in enrolling in a course?

.....

.....

.....

c. Can parent(s) determine what their children should study in the university?

.....

.....

.....

5a. Do you think peer influence enrolment in history?

.....

.....

.....

b. In what way can peer influence the enrolment of students in history?

.....

.....

.....

6 a. Do you think personal interest influence students enrolment in history?

.....

.....

.....

b. In what way can personal interest influence the enrolment of students in history in the university?

.....
.....
.....

7 a. what suggestions can be made to improve low enrolment of students in history in the university?

.....
.....
.....

b. In what way can students help to improve low enrolment in history?

.....
.....
.....

c. What can be the contribution of parents to improve low enrolment in history?

.....
.....
.....

d. What can be the contribution of Lecturers to improve low enrolment in history in the university?

.....

.....

.....

Thank you!

APPENDIX 4: LETTER OF AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
P. O. BOX 24450 KAREN, 00502 NAIROBI
TEL: 254-02-2012787 / 2012797; FAX: 254-20-2389939

22ND JANUARY, 2018

TO WHOM IT MAY CONCERN

RE: JOSEPH ASANTE (B.Ed/351/13/14)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

Topic of Research: *Factors Influencing Students' Enrolment in History in Tertiary Institutions. A Case Study of Tangaza College, Marist International University College and Catholic University of Eastern Africa in Langata Division, Nairobi County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

BR FRANCIS VERYE, FMS
DEPUTY PRINCIPAL ACADEMIC



APPENDIX 5: BUDGET

Item	Cost
Proposal preparation	2000
Stationary	2000
Transport	500
Typing, photocopy and binding	5500
Total cost	10,000

APPENDIX 6: TIMELINE FOR THE PROJECT

Activity	Time
Proposal preparation	March 2017
Proposal presentation	April 2017
Data collection	Jan –February 2018
Data analysis	March –April 2018
Data presentation	May 2018
Submission	June 2018