

Role of Social Demand Approach and Expansion of University Education in Kenya

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Provision of education is crucial to every country's development planning. Thus, its provision requires proper planning in order for its populace to acquire quality education. Every country therefore has the moral responsibility to liaise with stakeholders and other service providers in order to plan for education. In planning for education, three approaches are usually applied thus; Social Demand Approach, Cost Benefit Analysis and Manpower Approach.

This review paper discusses the Social Demand Approach to planning of education in relation to expansion of University education in Kenya.

Key words: Social Demand Approach and Expansion of University

Introduction

Education is viewed as an agent of national development of any country. It is argued that education is a potential tool for promoting national integration which is essential for accelerating the development process in the country. The government of Kenya during its pre independence campaign promised that it would offer free universal education once the country attained independence.

After independence in 1963, there were many vacancies left behind by the white expatriates that required the government of the day to train its human resources to replace the vacancies left. The training was very essential since at the colonial period, Africans had limited access to educational opportunities and this meant that the government had very few educated citizens to fit in the available jobs. Following the 1948 Declaration of the bill of Human Rights by the United Nations, the government of Kenya therefore had to offer education to every school-going child in order to come up with its educated populace in order to fulfill its promises and to replace vacancies left by the white expatriates. The social demand approach was thus applied to planning of education so as to provide education to as many people as possible who may have been in need of it.

Social Demand is the popular desire by the public to acquire education by all means regardless of the benefits that will accrue from investing in it. With this approach when there is a popular demand for service in a particular level of education, then it calls for corresponding increase in supply for that particular level.

Thompson (1981) Defines it as a simple planning technique which amounts on the one hand to a calculation of what the situation in respect of costs, supply of teachers, plant and resources and school leaver output will be at the end of a specific planning period if existing school provision remains more or less as it is, and on the other hand to a calculation of what the situation would be and what would be required if various kinds of social demand were accorded to Mutua and Namaswa (1992). Social demand for education is concerned with consumption function of education rather than the investment of it. It views education as a service which is demanded by the public just like any other goods and services. It means that education be provided to all who want it.

Coombs (1970) suggested that the aggregate “popular” demand for education, that is, the sum total of individual demands for education at a given place and time under prevailing cultural, political, and economical circumstances.

University Education

This refers to education level(s) beyond the basic level (primary and secondary). It includes; Technical and vocational training institutions and the university.

Educational Planning

It is a process that involves rational and systematic analysis to the process of education in order to provide education to meet the popular demand for education at all levels in an economy.

UNESCO (1970), Defines educational planning as the application of rational and systematic analysis to the process of education more effective and efficient in responding to the needs and goals of its students and society. Coombs (1970) indicated that the application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.

Chiuri and Kiumi (2005), describe education as a commodity rather than an investment. Thus, the basic aim of education according to this approach is to develop the learner irrespective of whether he/she will acquire gainful employment or not, It emphasizes on the right of the individual to be educated, views education as a service or a basic human right that must be provided to everybody interested in it and Social demand approach assumes that the society has adequate resources to support the education sector. This paper reviewed the application of Social Approach to planning of University education in Kenya.

Materials and Methods

This review has relied heavily on analyzed secondary data from previously published literature.

Results and Discussions

The overall impact of increasing educational opportunities after independence was an increase in popular demand for education in many developing countries. In Kenya the demand for university education has been increasing steadily since 1963. This in turn led to an increase in enrolment, particularly in primary and secondary sub- sectors of the education system.

Enrolment in Primary Schools grew from 891,533 pupils in 1963 to 6.0 million in 2002 and 8.3 million pupils in 2007 while at secondary school level, enrolment grew from 30,000 students in 1963 to 851,836 students in 2002. At the university level the number rose from 59,195 in 2000/01 academic year to 133,710 in 2007/08 academic year. In line with Millennium Development Goals (MDGS) and Education for All (EFA) goals, the government implemented FPE in 2003 and TFSE in 2008 respectively. The Kenya Government has domesticated the same through legislative and policy pronouncements that necessitated the right to education by all citizens. The implementation of FPE resulted to a significant increase in enrolment (20 percent) in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrolment has further increased to 8.6 million as at 2008, an increase of 23.3 percent (MOE, 2009). The trends in primary school enrolments since 2002 are presented in the table 2.1.

Table 2.1: Primary school enrolment by Province, 2002-2008

Province	2002	2003	2004	2005	2006	2007	2008
Coast	387,876	486,629	556,013	585,543	600,041	643,356	658,861
Central	816,263	904,769	910,806	903,638	882,429	888,236	911,340
Eastern	1,158,528	1,309,807	1,371,684	1,379,909	1,378,210	1,480,629	1,538,785
Nairobi	177,228	217,167	229,252	237,857	234,819	319,000	306,304
Rift Valley	1,500,658	1,779,789	1,833,991	1,951,234	1,998,277	2,185,052	2,191,341
Western	883,502	1,054,694	1,103,442	1,143,972	1,122,557	1,273,511	1,333,640
Nyanza	1,089,806	1,339,894	1,321,900	1,324,239	1,334,594	1,441,735	1,508,264
N. Eastern	48,902	66,773	69,958	76,116	81,184	98,629	115,288
Total	6,062,763	7,159,5222	7,397,046	7,602,511	7,632,113	8,330,148	8,563,821

Source: EMIS, Ministry of Education

The implementation of TFSE resulted in higher increase in enrolment in secondary schools from 1,180,267 students in 2007 to 1,382,211 in 2008, an increase of 15.0 percent (MOE, 2009). The trends in secondary schools since 2002 are presented in table 2.2.

Table 2.2: Secondary Enrolment by Province 2002-2008

Province	2002	2003	2004	2005	2006	2007	2008
Coast	41,900	49,356	56,706	48,291	58,473	65,304	68,042
Central	87,098	171,267	187,422	181,078	204,142	223,244	260,017
Eastern	145,119	166,887	176,561	172,678	183,518	214,037	243,962
Nairobi	35,422	20,212	33,483	28,459	29,694	49,728	58,875
Rift Valley	185,052	195,977	207,075	204,613	243,148	266,265	315,285
Western	102,230	109,508	119,188	117,303	120,338	145,697	183,004
Nyanza	149,930	155,670	147,997	169,644	182,982	206,994	241,148
N. Eastern	5,085	12,451	5,634	6,084	7,785	8,997	11,876
Total	851,836	881,328	934,068	928,149	1,030,080	1,180,267	1,382,211

Source: EMIS, Ministry of Education

The increase in enrolments in both primary and secondary levels due to an increase in social demand for education has resulted in an increase in social demand for university education. This has seen an increase in the number of universities from one public university in 1963 to 7 public universities and 23 private universities (MOE, 2009).

The expansion of university places has enabled candidates who meet the minimum university entry requirements, and are not admitted by Joint Admissions Board (JAB) to access university education through the privately sponsored mode of study, in which they pay the full cost of the course they are undertaking. This mode of study has popular in the recent past. University enrolment has steadily risen from 10,050 in 2004/05 to 122,847 in 2007/08 an increase of 34.3% (MOE, 2009). The trends of university enrolments from 2004/05 to 2008/09 are shown in table 2.3

Table 2.3: University enrolment by Type, 2004/05-2008/2009

INSTITUTION	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Public universities	81,491	81,677	91,337	97,107	100,648
Private accredited	8,342	8,839	15,948	20,157	21,165
Private unaccredited	1,708	1,800	4,944	975	1,034
TOTAL	91,541	92,316	112,229	118,239	122,847

Source: EMIS, Ministry of Education

Factors influencing demand for education in Kenya include;

Cost of education

Low costs result in high enrolments and high costs lower enrolments. These costs are direct and indirect. Direct costs borne by the individual are fees, cost on books uniforms and transport. Indirect costs on the other hand include opportunity costs.

Benefits accrued from education

There are benefits that accrue from investment in education. These benefits can be private or social benefits. Private benefits are those that accrue to an individual from investing in education. Social benefits are the returns that the society gains by educating its people. If private benefits are high, there will be high enrolment and if the benefits are low there will be reduced enrolments. If the social benefits are high, the government will be willing to invest more in education.

Government policy

This affects both the level of school fees to be charged and financial aid from government. If tuition charges are high, then, there may be low enrolments and vice versa. Consequently, there may be more demand for government grants, loans and scholarships to both schools and students.

Quality of Schooling

Quality of schooling can be measured in terms of availability of qualified teachers, the teacher-student ratio and availability of textbooks and other materials. If these factors are positively available, they affect the enrolments positively and if they are negatively available, they affect the enrolments negatively.

Distance to the nearest schools and geographical distribution of school places

If the distance to school places is shorter with other factors remaining constant, the enrolments will be higher such as in densely populated areas. In places where schools are scattered as is the case in the North-Eastern province of Kenya, enrolment levels may be affected negatively.

Demographic data

This is data on the number of people. Trends in both birth and mortality rates affect enrolments. Thus, if the fertility rate in a country is higher than the death rate, population will rise and consequently increase the demand for education and therefore increase enrolments and vice versa.

Cultural factors

There are some communities which do not consider the education of girls to be that important. For instance in Kenya, some pastoral communities like the Maasai usually prefer marrying off their girls at an early age in order to get dowry. This affects enrolments of the girl-child. However it must be noted that this trend has changed following initiatives by organizations to save the girl-child. This trend may change in the future since there have been over-emphasis on the girl child and therefore initiatives might be tilted to the boy child. The Muslim communities held the same sentiments but this is changing very fast. Girls are now receiving education unlike in the past where they had to remain at home doing domestic chores.

Admission policies

Environments are affected by restrictions on the age of entry to different levels. It is also negatively influenced by promotion and repetition practices. Setting of entry requirements for university education does affect enrolments e.g. lowering of entry points for girls. Moreover examination system determines enrolment to the next level.

Wastage and drop-out

Wastage and drop-out represent the withdrawal of students from a particular level of education or school system before completing the respective stages. These affect enrolment especially the gap between the planned rates of enrolment and the actual enrolment.

Applications of social demand Approach to educational planning

Application one

Social demand approach is used in educational planning when plan targets are primarily expressed in demographic terms. For example the quote which goes “*Primary education will be provided for 4 million children aged 6-14 years by the year 2015*”.

In this example, the targets for schooling at this level are based on demographic forecasts in which the population in a school age group is projected and a given proportion of that age group is set as a target for schooling. The essence of this method is a population projection and educational plan targets are set by estimating the numbers in an identifiable population group who will receive a given amount of schooling education.

The population identified is given in terms of age and sex while the amount of education to be received is defined on the basis of educational attainment levels or number of years of formal schooling to be completed.

This method can be simplified in six steps as follows;

- a) Population group to receive the given large /type of education is specified by age and sex as is illustrated in table 3.1.

Table 3.1: Population size

Total Population (school Age)	2,400,000
Sex	1.Males =1,150,000 2.Females =1,250,000
Age	16 – 14 years old
Educational Attainment levels	To receive primary education

- b) Total population number in this (6-14) age group is estimated on the basis of a survey or census.

- c) Total number enrolled in schools in this age group can also be established by use of survey or census. Planners can also use enrolment ratio to get data at that proportion obtained by dividing the number of students enrolled in a particular level or stage of education by the population corresponding to the level/stage.

Mathematically, it is expressed thus;

$$ER = \frac{EN \text{ (Primary Level)}}{EP \text{ (Age 6-14+)}}$$

Where ER=Enrolment ratio

EN= Number of students enrolment

EP= Estimated corresponding Population

However if the ratio is designed to take into consideration, the ages of students it is referred to as real enrolment ratio and is expressed thus;

$$ER = \frac{EN \text{ (6-14)}}{EP \text{ (6-14)}}$$

d) The gap in coverage can be estimated by subtracting C from B above to get the Non-schooling group. The Non-schooling group is that number of school age population that is not actually enrolled in schools. It is the difference between the estimated populations in that appropriate age group and the total enrolment of that age group divided by this appropriate population. This is expressed mathematically as;

$$\text{Apparent NSG} = \frac{EP \text{ (6-14)} - EN \text{ (Population in primary schools)}}{EP \text{ (6-14)}}$$

$$\text{Real NSG} = \frac{EP \text{ (6-14)} - EN \text{ (6-14)}}{EP \text{ (6-14)}}$$

The difference between apparent and real Non-schooling gap is necessitated by consideration of the specific age of the students enrolled in schools / colleges.

e) The population coming into the age group in each succeeding year of the plan period is projected and additions due to demographic growth are estimated. The technique for estimating the required data for this stage is generally known as Survival Ratio Technique.

f) The plan is constructed on the basis of school facilities, teachers and other inputs sufficient to cover demographic growth, reduce the Non-schooling gap and replace loses and maintain system standards

Application two

We also talk of social demand Approach to planning education when plan targets are based on **National or International Goals** warranted by a social ethical value. These plan targets include among others Millennium Development Goals (MDG), Education For All (EFA) and Vision 2030

When planning for education this way the following steps are followed; Goals are determined in terms of the number of children or adults who have a right to education.

The time /period is established within which the goals or targets derived from the overall goal(s) are to be met in part or whole.

The total cost of meeting the target on the basis of unit costs multiplied by the target numbers.

Application three

Social demand approach to planning education is also used when plan projections are based on an analysis of aggregate private demand for some level or type of education. Given this income level, at this tuition level and with these number of scholarships available, the demand for, say university education will yield an enrolment of This way planning for higher education is common in Kenya, Nigeria and Botswana, who adapted the model from the United States of America.

Steps followed in the analysis of aggregate private demand are as follows;

Data are collected in aggregate form on a large number of individuals and analyzed in the cross section by statistical dis-aggregation on the basis of classification or enumeration.

A large number of students enrolled in a university programmes are categorized by age/sex/income levels / tuition fees paid.

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