

**DETERMINANTS OF FIRST YEAR STUDENTS' PREPAREDNESS FOR
TRANSITION TO UNIVERSITY: A CASE OF MOI UNIVERSITY, KENYA**

BY

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**SUBMITTED TO THE SCHOOL OF EDUCATION DEPARTMENT OF
EDUCATIONAL MANAGEMENT AND POLICY STUDIES IN PARTIAL
FULFILLMENT OF THE DEGREE OF MASTER (EDUCATION RESEARCH, MOI
UNIVERSITY)**

FEBURUARY, 2019

DECLARATION

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DEDICATION

I dedicate this thesis to my mom Dorothy Njeri and my dad Henry Njage for your continuous prayers and encouragement. Mama you are a blessing to my life, you are my heroine. To my sister Mary Mwende, I can't express my gratitude for the hand that you have given me throughout this journey. To my loving husband Shadrack Mwabonje, you have been a source of inspiration to me, thank you for your continuous prayers, moral support and words of encouragement. I love you.

ACKNOWLEDGEMENT

First thank God for his care and provision beyond measure. Am sincerely grateful to my three supervisors and coordinator, Prof. Logamurthie, Dr. Charles Too and Dr. Susan Kurgat for their commitment guidance and support, God bless you. I am also grateful to my mom and mentor Prof Marcella Mwaka for your inspirational words from the beginning of my studies, God bless you. To the defense panel I'm so grateful to your insights in my work.to the chair department of educational management and policy studies (EMPS) Moi University Dr. Lelan, thank you for your mentorship and words of encouragement that you consistently give me. I am deeply indebted to thank DAAD in collaboration with the founders of CERMESA scholarship for having trust in me and offering to pay my school fees and research funds. You have helped me to attain my dreams. Am grateful to the students of Moi University who willingly participated in my research by responding to my questions, without you I would not have made it. Finally I thank my cohort for walking with me and even criticizing my provisional work and helping me with ideas.

ABSTRACT

Universities are taken to have multiple transitions in terms of culture, content (what taught), environment, inter and intra personal relationships. It is to this end that the current study analyzed students' preparedness for transition to university in Moi University, Kenya. Specifically, the study determined the effect of parental support on students' preparedness for transition to University, assessed the effect of secondary school guidance programs on students' preparedness for transition to University, evaluated the effect of peer support on students' preparedness for transition to University and established the effect of orientation program received on students' preparedness for transition to University. The philosophical underpinning for the study is pragmatism whose aim is always to determine practical solutions to problems and actual meanings of the results using what works best. Mixed methods research design was used whereby the researcher generated data using concurrent triangulation approach. Purposive sampling was applied to sample first year students in Moi University and proportionate sampling together with simple random sampling was applied in the selection of 375 sample size comprising both male and female students. Data was collected quantitatively and qualitatively where questionnaires and focused group discussions were used respectively. Quantitative data was analyzed using descriptive and inferential statistics using SPSS (Pearson Correlation Coefficient), followed by linear regression to test the hypothesis. Thematic analysis was used qualitative data. The findings of this study revealed that although the determinants of first year students preparedness for transition to university (parental support, secondary school guidance, peer support and orientation program received were being provided, minimal efforts have been put by some stakeholders. The study recommended that all stakeholders involved in first year students' transition to university should work in harmony to enhance successful process. Moreover, there should be a uniform orientation program offered to all universities by commission of university education (CUE). This will ensure that first year university students settle down without having to switch from one course to another. Moreover, it will result in improved competency among students graduating from universities hence contributing to the achievement of vision 2030 on SDG 4 and 8.

LIST OF ACRONYMS AND ABBREVIATIONS

CHE	Commission of Higher Education
DV	Dependent Variable
G.O.K	Government Of Kenya
HSGP	High School Guidance Programs
IV	Independent Variable
SPSS	Statistical Package for Social Sciences
MU	Moi University
OPR	Orientation Program Received
PGS	Parental/Guardian Support
PS	Peer Support
UNESCO	United Nations Educational Scientific and Cultural Organization

Table of Contents

DECLARATION	ii
DEDICATION	III
ACKNOWLEDGEMENT	IV
ABSTRACT.....	V
LIST OF ACRONYMS AND ABBREVIATIONS	VI
LIST OF TABLES AND FIGURES.....	XI
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	6
1.4 Aim and objective of the study	7
1.4.1 Aim	7
1.4.2 Objectives	7
1.5 Main research questions and sub questions.....	7
1.5.1 Main question	7
1.5.2 Sub-questions.....	7
1.6 Hypotheses	8
1.7 Justification of the study	8
1.8 Significance of the Study	9
1.9 Scope of the Study.....	10
1.10 Limitation of the study	11
1.11 Assumptions of the Study	11
1.12 Theoretical Framework	11
1.13 Conceptual Framework	13
1.12 Operational Definition of Terms	15

1.13 Summary	16
CHAPTER TWO	17
LITERATURE REVIEW	17
2.1 Introduction	17
2.2 Students' levels of preparedness	17
2.3 Parental support.....	24
2.4 Secondary school guidance programs	26
2.5 Peer support.....	31
2.6 Orientation program received.....	33
CHAPTER THREE	40
RESEARCH METHODOLOGY AND DESIGN	40
3.1 Introduction	40
3.2 Research Paradigm.....	40
3.3 Research Design.....	41
3.4 Study Locale.....	42
3.5 Target Population	42
3.6 Sampling Design and Sample Size.....	42
3.7 Research Instruments	44
3.7.1 Focused Group Discussion (FGD)	44
3.7.2 Questionnaire.....	44
3.8 Validity of Research Instruments.....	45
3.9 Reliability of Research Instruments	46
3.10 Data Collection Procedure	46
3.10 Data Analysis Techniques.....	47
3.8.1 Model Specification.....	48
3.12 Ethical Considerations.....	48
CHAPTER FOUR.....	50

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS	50
4.1 Introduction	50
4.2 Quantitative Data Analysis.....	50
4.2.1 Demographic Information of Respondents.....	51
4.2.2 Data Presentation and Analysis	51
4.3 Descriptive Statistics of the Study's Variables	53
4.3.1 Level of Preparedness.....	53
4.3.2 High School Guidance Programs	54
4.3.5 Orientation Program received.....	57
4.4 Test of Normality, Independence of Error Terms and Multicollinearity of Measures	58
4.4.1 Test of Normality.....	58
4.4.2 Test of Independence of the Error Terms	59
4.4.3 Multi-collinearity Diagnostics.....	59
4.5 Correlation Analysis of Study Variables.....	60
4.6 Findings on the Relationship between PGS, HSG, PS, OPR and LP	61
4.7 Qualitative Data Analysis.....	64
4.7.1 Overview of the Participants	64
4.7.2 Themes and subthemes identified.....	65
4.8 DISCUSSION AND INTERPRETATION.....	67
4.8.1 Level of preparedness.....	67
4.8.2 Parental/guardian support	73
4.8.3 High school guidance program.....	76
4.8.4 Peer support	82
4.8.5 Orientation program received at university	86
4.8.6 Students' recommendations.....	93
4.9 Discussion of key issues.....	96
CHAPTER FIVE	102

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	102
5.1 Introduction	102
5.2 Summary of research findings.....	102
5.2.1 What is the effect of parental support on students' preparedness for transition to Moi University?.....	102
5.2.2 What is the effect of secondary school guidance programs on students' preparedness for transition to university?.....	103
5.2.3 What is the effect of peer support on students' preparedness for transition to University?.....	104
5.2.4 what was the effect of the orientation program on students' preparedness for transition to University?	105
5.3 Conclusions	106
5.4 Recommendations	107
5.5 Areas for further research.....	108
APPENDIX I : UNIVERSITY PERMIT LETTER.....	117
APPENDIX II : NACOSTI PERMIT LETTER	118
APPENDIX III:NACOSTI CLEARANCE LETTER	119
APPENDIX IV: QUESTIONNAIRE	120
APPENDIX V: RESPONDENTS CONSENT	124
APPENDIX VI: FOCUS GROUP DISCUSSION QUESTIONS	126
APPENDIX VII: FOCUS GROUP TRANSCRIPTS	128
APPENDIX VIII: SAMPLE SIZE SELECTION TABLE	205

LIST OF TABLES AND FIGURES

Fig.1.1 Conceptual framework on students' preparedness for transition to university

Table 3.1 sample size selection for first year students.

Table 4.1: Demographic Profile of the Respondents

Table 4.2: Cronbach's alpha Reliability coefficient

Table 4.3: Descriptive Statistics for Level of Preparedness

Table 4.4: Descriptive Statistics for High School Guidance

Table 4.5: Descriptive Statistics for Parental/Guardian Support

Table 4.6: Descriptive Statistics for Peer Support

Table 4.7: Descriptive Statistics for Orientation Program Received

Table 4.8: Normality Test Results

Table 4.9: Collinearity Statistic for variables

Table 4.10: Correlation Coefficients

Table 4.11: Regression results

Chart 4.1: qualitative themes and sub-themes

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

As one advances in age, there is a mandatory transition from one stage to the next and in this case education institutions are not an exception. This is normally accompanied by different challenges if proper guidance and support is not forthcoming to the individual transition. In this chapter, the researcher will discuss the background to the study, statement of the problem, purpose of the study, research questions, theoretical framework, conceptual framework, significance of the study, scope and limitations of the study, assumptions of the study and operational definition of terms.

1.2 Background to the Study

Transition refers to the behavioral and inner mental process that occurs when students experience adjustments and move from the known to the unknown, reacting to culture, social and reasoning challenges (Edwards, Hawker, Carrier, & Rees, 2015). This change happens in peoples' lives which they may either accept or reject. As much as it can take place rapidly, having a successful transition can be a challenge. In this case, universities are taken to have multiple transitions in terms of culture, content (what is being taught), the environment and inter and intra personal relationships. Due to this therefore, the transition is assumed as the ongoing process in an individual's life hence it is not avoidable. First year students in universities may be regarded as victors since they performed so well in their final exam in secondary school (Hodgson, Lam, & Chow, 2011). This may not be the case since all through their secondary school life they are normally guided by both their parents and teachers, which is not the case at University. Social transition into the University is a very important component for any student to become successful

and in producing graduates with the required skills for socio-economic development (Labadi, 2017). Due to this therefore, transition of students to university is an important aspect that should be examined because despite the expansion of secondary schools and institutions of higher learning in sub Saharan Africa the throughput rate is still very low especially in terms of the skills and competences among the graduates. This can only be achieved if there is successful transition to the university which, in this case, is the “factory” for producing successful citizens (Bloom & Canning, 2006; Vavrus, Thomas & Bartlett, 2011). Brinkworth, McCann, Matthews, & Nordström (2009) conducted a study in Europe to assess the transition from high school to university, and concluded that high school students’ numbers and decreasing standards in high school have led to deteriorating university standards and high failure rates during their first year of study at university. Furthermore, Kalimasi & Chisalala (2016) argue that in Africa, many secondary school leavers face challenges in university and in their career choice, because of poor guidance and inadequate information and skills from parents, peers, secondary school teachers and university personnel. Due to this therefore, career guidance and counselling by stakeholders in support of students’ is imperative to ensure successful transition to university and even to the professional world.

Consequently, coping with university life is not easy for any student especially in terms of independent decision making, making new friends and academic involvement. If effective measures are not implemented, the student is likely to experience poor transition which will result in various challenges such as alcohol and drug abuse, rioting and irresponsible sexual behaviour, or academic performance, delay in the completion of studies, wrong course selection and misuse of finance and time. Due to this therefore, it is imperative for every student to have a successful transition in every stage of his or her life since it forms the basis for future success especially in career development. There has been growing academic concern of late that students are not well

prepared for joining universities especially in course selection hence declining education standards (Trotter & Roberts, 2006). According to Brinkworth et al.(2009), completing secondary school successfully is considered to be a yardstick for university admission. This has led to stress among secondary school teachers to ensure that students pass their final school leaving exam and enroll at universities, without preparing them adequately for successful transition (Ono, 2007; Stevenson & Baker, 1992; Kasuki, 2014). Such unrealistic standards have been one of the contributing factors to massive cheating in our secondary schools; that persists in universities.

In Kenya, it is expected that as students enroll at universities, they are prepared for transition to the world of academia that is different from what they are accustomed to. During their secondary schooling, students are directed in terms of how to use class and leisure time, are mostly confined to the school complex, have to observe rules relating to time for waking up and sleeping, and are not fully in control of their finances. In contrast, at university, students have to manage their resources independently; both financial and time. This entails that they have freedom to do as they please (Wu, Garza, & Guzman, 2015). Transition from secondary school to University is significant because institutions of higher learning play a crucial role in building capacities for the generation, adaptation, processing, dissemination and utilization of knowledge and innovation into social and economic development.

Furthermore, the Kresge Foundation research report conducted in South Africa on access and success in the University claims that vocational training institutions accommodate more students than universities which is not the current case (Lewin & Mawoyo, 2014). The same report noted that students' success is not simply measured by them graduating from the university with a certain course, though it is still important, success translates to the value of the programs, the quality of

the skills and the character that the students have by the time they leave the university. This entails their level of preparedness to fit into the employment sector as successful graduates with ease. Learning methods are determined by the environment and a number of individual features such as students' learning experiences before and after joining the University (Byrne & Flood, 2005). According to McInnis, Hartley, Polesel, & Teese (2000), if the expectations of first year students are different from their experiences in the University, they may become disorientated and hence may not succeed during other phases of their life . According to Kuy (2015); Cloete & Maassen (2015); Maree (2009), higher education is frequently the key ingredient in moving the needle away from unemployment and poverty towards employment and economic development. Furthermore, a 1971 review by Shertzer & Stone found that many a time human beings feel emotionally and psychologically insecure in a new environment (as cited in Journal & Jsaa, 2013). This is a common feature among students enrolling at the university for the first time who become members of the new community. During the first year the student may feel confused, insecure, anxious, disturbed and even helpless especially during the first semester (Brinkworth et al., 2009). The same research contends that, as much as the number of students transiting from secondary school to university is high, it is important to retain the students up to completion.

The global university entry provides students with an opportunity to further their career advancement. Subject to where they come from and the setting, the physical and social environment of the university is novel, and overwhelming for some students. Consequently, many students' enrolling at public universities have unexplained fears and expectations about life in the university and education. This could be due to the freedom given, huge population and also the fact that a majority of these students come from rural areas which are far from the university setting. Many students find themselves in universities far away from their locality because

selection is administered from a central office unlike private universities where admission is administered by the individual universities, though currently few government sponsored students are being admitted. In addition, some students, and especially high school friends, have branched off into different fields hence leading to students feeling lonely and isolated. Some students are able to overcome some of these fears while others become frustrated especially if their needs are not met. In support of this, a report conducted by universities in South Africa found that there are low retention rates resulting in very few students completing their undergraduate program within the stipulated time frame (Lewin & Mawoyo, 2014). According to South Africa's Centre for Higher Education (CHE) report of 2013, 27 % of the students graduating within the stipulated period, 40 % of them abandon their study programmes.

Moreover, as much as the students are happy to be admitted to universities, it is true that it comes with some anxieties as students are separated from the familiar places and families for the first time (Wangeri, Kimani, & Mutweleli, 2012). According to Greenberg (1981) the root cause of the stress and discomfort experienced by first year students in the university include among others, meeting new people, making friends and being given greater responsibilities. Bojuwoye (2002) contends that first year students may be experiencing stress and discomfort due to their growth stages. The study identified characteristics of the students, environmental needs of the institution, financial and time management as the root causes of stress resulting in first year adjustment challenges to university life. Conversely, Whitman (1984) realized that the demands of the higher education process triggers helplessness and isolation leading to low self-esteem among some students. From the above discussion, it is therefore clear that academic and social experiences of students' in high school do not prepare them adequately for university education. The transition from secondary school to university is a main concern worldwide (Brinkworth et al., 2009).

According to Abdullah, Elias, Mahyuddin, & Uli (2009) students who manage to adjust properly to university perform better academically compared to those who experience challenges in transiting to university life. New students joining university require much support to ensure that they settle down quickly with a successful transition to the university. The same study postulates that Kenya is not an exception compared to the rest of the world whereby joining university is the first main break from parental and teacher supervision. A study conducted in Kenya among Gusii students' reports that socio-cultural environments from which the students emerge dictated their perceptions about the university. Students from private primary schools were found to have easier transition as they were well prepared by their teachers and parents. In private schools teachers were found to prepare students for final exams and also acted as their mentors in preparation for university expectations (Simanaviciene, Giziene, Jasinskas, & Simanavicius, 2015). Hence this study proposes to examine how prepared first year students are for transition from secondary school to university.

1.3 Statement of the Problem

Successful transition to university is a very important stage for any individual admitted to the institution, since it forms the foundation for mature life, for making personal decisions and choice of careers, hence being a very important stage in one's life (Wangeri et al., 2012; Hanna, Hall, Smyth, & Daly, (2014); Kalimasi & Chisalala, 2016). Many students excel in secondary schools in Kenya and therefore expect to be admitted to universities. The question is, how well are these students prepared for university education? Even after the establishment of guidance and counselling programs in the learning institutions, students are still involved in criminal activities such as stealing, irresponsible sexual behaviour, rioting, alcohol and drug abuse and

mismanagement of time leading to poor performance, drop outs and transfers from one school to another (Nakalema & Ssenyonga, 2014).

1.4 Aim and objective of the study

1.4.1 Aim

The broad aim of the study was to assess first year students' preparedness for transition to university in Kenya.

1.4.2 Objectives

- (i) To determine the effect of parental support on students' preparedness for transition to University.
- (ii) To assess the effect of secondary school guidance programs on students' preparedness for transition to University.
- (iii) To assess the effect of peer support on students' preparedness for transition to university.
- (iv) To establish the effect of the orientation program received on students' preparedness for transition to university.

1.5 Main research questions and sub questions

1.5.1 Main question

What are the determinants of first year students' preparedness for transition to university in Kenya?

1.5.2 Sub-questions

- (i) What is the effect of parental support on students' preparedness for transition to university?
- (ii) What is the effect of secondary school guidance programs on students' preparedness for transition to university?

(iii) What is the effect of peer support on students' preparedness for transition to university?

(iv) What is the effect of the orientation program received on students' preparedness for transition to university?

1.6 Hypotheses

H₀₁ Parental support has no statistical significant effect on students' preparedness for transition to University.

H₀₂ High school guidance has no statistical significant effect on students' preparedness for transition to University.

H₀₃ Peer support has no statistical significant effect on students' preparedness for transition to University.

H₀₄ Orientation program received has no statistical significant effect on students' preparedness for transition to University.

1.7 Justification of the study

Despite some studies being conducted on the transition of students to university, first year students are still experiencing challenges in transiting to university in terms of social adaptation, resource management and academic preparation. If urgent solutions are not identified for this, a majority of universities, especially in developing countries, will continue to lose their students academically and socially hence stifling development in developing countries. This will in turn affect the achievement of the vision 2030 agenda for sustainable development goals (SDGs) 4 and 8 which focuses on quality education and sustainable economic growth, employment and decent work for all respectively. There will also be increased crime rates among university students.

In Kenya, few studies have been conducted on transition from secondary school to university, except for one focusing on challenges facing students in the transition from secondary school to university (Wangeri et al., 2012), one study was conducted in Gusii South Nyanza on secondary school girls' preparedness for transition to university (Choti, 2009) and one conducted in Motomo District in Meru County dealing with the transition from primary to secondary school (Kasuki, 2014). The current study is thus relevant to bridge the gap, since the former studies focused on the transition challenges in general without identifying stakeholders responsible, and also experiences of the transition of both male and female was left out in one of the studies. Moreover, the study was conducted in a university that has both an urban and rural setup, unlike the previous studies that focused exclusively on universities allocated in urban areas. There has been an increase in the number of students enrolling at universities, low throughput rates, an increase in crime rates among university students and poor professional skills among undergraduates.

1.8 Significance of the Study

It was anticipated that the findings emerging from this study will be of direct support to the Commission of University Education (CUE) to guide them in the revision of policies related to the roles of Universities in enhancing effective orientation of first year students, and in designing different degree programs for different years of study. It will also support the management of universities in integrating the already existing strategies in first year programs and equipping the support offices to provide support to first year students in their transition to university if they are aware of the challenges. The findings will also assist in adjusting the already existing orientation programs among universities in Kenya. Conversely, the study will be of direct interest to lecturers teaching first year students and universities to increase the retention rates. The findings will also be of help to secondary school management teams who are involved in preparing students for

transition to universities especially the career office and guidance and counseling and the parents in terms of making them aware of the expectations in preparing their children for transition from secondary school to university. The Kenya Institute of Curriculum Development (KICD) is anticipated to benefit from this study in the formulation and revision of life skill programs taught in secondary and primary schools. The findings will also be of importance to future researchers in supporting their study.

1.9 Scope of the Study

Due to time and resources, the study was only limited to first year students at university under study. The university selected is a public institution and one of the largest and the oldest universities in Kenya to enhance effective results since there are different social classes of students. The study focused only on first year students, since they are transiting to a new environment which is completely different from the secondary school environment hence they are confronted with more complex challenges. The reason for selecting the university for the purposes of this study was because it is one of the largest public universities in Kenya that has both an urban and rural setup, while the previous studies focused exclusively on universities situated in urban areas.

Furthermore, the study covered only four stakeholders in assessing preparedness among first year students in the university selected. This was done using a likert scale which includes secondary school guidance programs, peer support, parental/ guardian support and orientation received at the university. The study generated data using both qualitative and quantitative approaches where in qualitative, only focused group discussions were used supported by tape recordings of the discussion and for the quantitative section, questionnaires were administered among first year students within the sample size. For both tools the respondents were first year students drawn from Moi University.

1.10 Limitations of the study

Uncooperative respondents opted to carry questionnaires with them or failed to answer all the questions. As a remedy for this the researcher incorporated focused group discussions for triangulation purposes. Moreover, the study was only conducted among first year students because it is the group experiencing immediate transition from secondary school to university. The researcher used a large sample size which proportionally sampled from all schools in Moi University to increase the reliability of the data.

1.11 Assumptions of the Study

The assumption of this study was that all the respondents selected in the sample size were to elicit honest responses and that they were to be available at the scheduled time. Also, they were to read and understand the questions.

1.12 Theoretical Framework

The study was based on two theories namely Havighurst's (1972) Developmental Task Theory and Erikson's developmental theory. In his work, Havighurst (1972) classified human life into six stages namely; infancy -early childhood (birth to 5 years), middle childhood (6 to 12 years), adolescence (13 to 18 years), early adulthood (19 to 29 years), middle adulthood (30-60 years) and later maturity (60 years and above). Havighurst (1972) contends that every stage classified above has some characteristics or tasks that the individual experiencing must achieve for a successful transition to the next stage. According to him, if these tasks are not achieved, the individual faces challenges transiting to the next level. From his discussion, the developmental tasks of early adulthood are selecting a partner of the opposite sex. The individual also achieves masculine or feminine social roles in society for instance girls acquiring the qualities of being good mothers and home makers and learning to live with a marriage partner. Furthermore, one learns how to detach

from the parents and to be independent in life especially in making decisions like this starting a family and rearing children. Moreover, during early adulthood, the individual starts to choose careers, occupations and investments of his or her choice hence being a very important stage in the mature stage of life. The individual also takes responsibility for civic roles in society by behaving according to the societal expectations and finding congenial social groups to identify with away from family members. The study only concentrated on adolescent and early adulthood stage since it is the stage, where first year students are transiting to University according to developmental tasks given (Wangeri et al., 2012).

The study was also grounded on Erikson's (1994) developmental theory which divides human life into eight psychosocial stages namely; infancy (0-1.5), early childhood (1.5-3), play age (3-5), school age (5-12), adolescence (12-18), young adult (18-40), adulthood (40-65) and maturity (65+). Every stage is accompanied by different crises that are formed as a result of a conflict emerging between the individual and societal needs, that are overcome by successful completion of the stage, hence personality development. Personality development of an individual enables one to achieve virtues and transiting to the next stage successfully. The study only borrowed from the adolescence and young adult stages because it is the stage where the majority of first year students are located. In his argument, individuals try to identify who they are and who they will be in the future during the adolescence stage. The individual also tries to be independent in decision making in order to fit into society. It is after successfully completing the stage that an individual starts to form relationships with people outside their family especially the opposite sex, and also identifying with a certain career and if the individual does not transit successfully to this stage, isolation develops. In relation to the current study, first year students will become frustrated and discouraged if they are not guided in having a successful transition to university life, hence leading to poor

academic performance, completely dropping out of university or even indulging in criminal activities.

The two theories informed the study on matters pertaining to the transition of first year students from secondary school to university, since the students are starting a new phase in life away from their parents, in a new environment, new social group and at the same time expected by the university to adjust to the environment for learning to take place. According to Havighurst (1972), if the students are not guided for successful transition to university, will experience challenges in the subsequent stages and others may end up being frustrated and hence dropping out of university or joining illegal groups to overcome their frustrations. The researcher applied Erikson's (1994) developmental theory to complement the above theory on matters pertaining to identity and crisis among adolescents, which is not part of Havighurst's (1972) theory. This is because the majority of first year students are in their late adolescent stage, which is not identified in Havighurst's theory. This assisted the researcher in understanding the participants from a psychological perspective.

1.13 Conceptual Framework

Students' preparedness for transition from secondary school to university is a concern for many, since it is a shift from one environment to another. If it is not well coordinated, students experience challenges that may have long term effects on their studies, career development and their life in general which might lead to them dropping out of university or taking a longer time than the stipulated time to complete their programme of study. There are so many adjustments expected of first year students for successful transition. Guardians, secondary schools, universities and peers are expected to provide services that enhance quick and faster adaptation of both male and female

students, make informed decisions, have healthy social lives and proper adjustment to academic life. These services include mentorship programs, career choice services, and orientation programs by the office of the dean, chaplaincy, health education and catering and accommodation. On the other hand, if successful transition is not achieved, the students will not have a healthy social life, will not enjoy their university life and may even encounter challenges in intrapersonal skills. This may result in frustration among first year students who may experience difficulties adapting to university life, which could even result in dropping out.

The conceptual framework entailed four independent variables (IVs) namely; parental support, high school guidance, peer support and orientation program received, with preparedness for transition as the only dependent variable. The four IVs are different stakeholders contributing to first year students' preparedness for transition to university. Each has a role to play in preparing students for transition hence need to work in harmony.

IVs

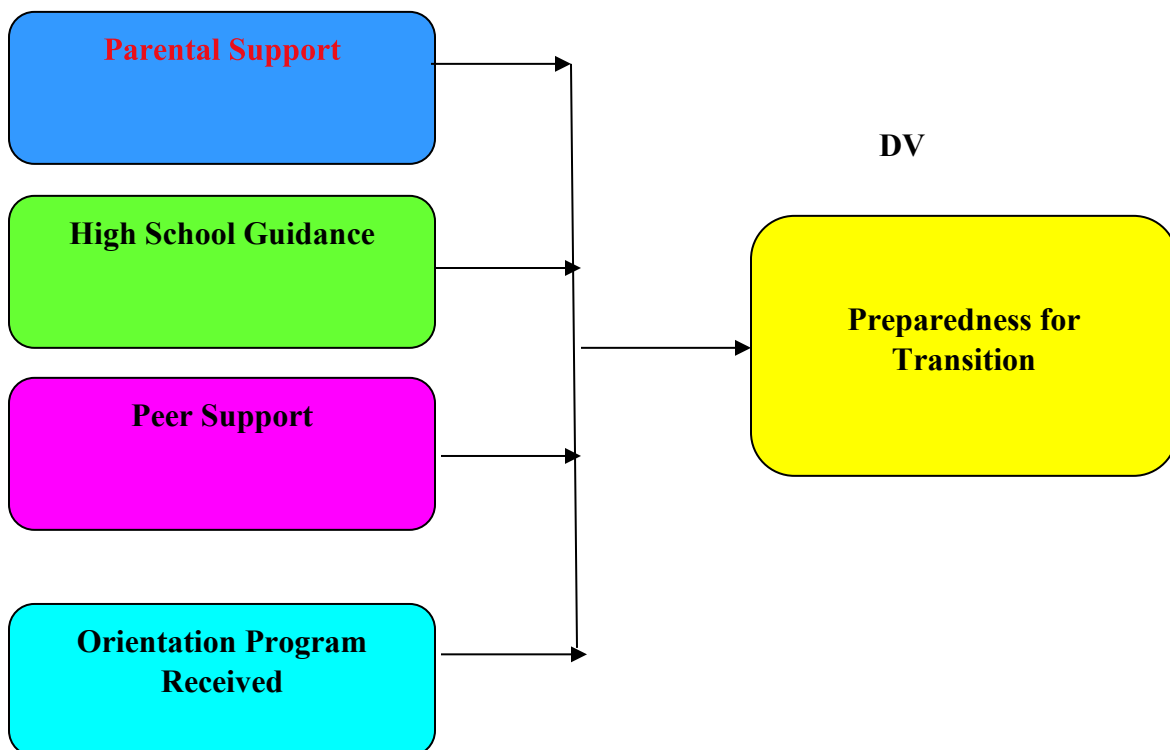


Figure 1.1 Conceptual framework

Source: Author, 2019

1.12 Operational Definition of Terms

Parental/guardian support is any form of assistance given by parents to their children in enhancing their transition from secondary school to university.

Peer support refers to any form assistance offered to first year students by friends, classmates, continuing students either before or after joining university.

Preparedness in this research study refers to the availability of important academic skills, individual awareness of learning culture, dealing with freedom and time management, social skills, being assertive and awareness to the use of technology.

Level of preparedness. Different first year students have different levels of preparedness for the transition from secondary school to the university both in terms of the university and the secondary school they are coming from. This was measured using a likert scale in terms of social, time, financial and academic skills.

Orientation program received is any form of guidance and support given to first year students at the university by university staff, both teaching and non-teaching staff in enhancing their transition to university. This includes support from lecturers, deans' office, career department, counselling department, chaplaincy, students' leaders and other support offices.

Transition refers to the movement from secondary school to university. It includes changes in environment, responsibilities, psychological and expectations both academically and socially.

Secondary school guidance refers to the form of counselling offered to students in secondary school in terms of career mentorship, social skills and individual responsibility.

Stakeholders are the parties involved in contributing to the education in terms of paying school fees, discipline, spiritual growth, guidance and counselling, career development and social growth. They include guardians, siblings, peers, secondary school teachers, lecturers and university officials.

Challenges are the difficulties experienced during the period of transition to university life which includes social, academic, financial, time management and spiritual. All these should be taken care of in order for students to have a successful transition.

1.13 Summary

Chapter one focused on the background to the study, research questions, statement of the problem, justification of the study, limitation of the study and operational definition of terms. Successful transition of first year students from secondary school to university is crucial since it forms the foundation for mature life. It is after successful transition that students will attain qualifications for professional life, which will lead to socio-economic development of a country. It is therefore the responsibility of all stakeholders to ensure that they play their roles effectively. Students from different backgrounds have distinct characteristics and needs which institutions should try to meet to ensure the success of vision 2030 on education in Kenya.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the research that was conducted by other scholars in relation to the study area and the objectives outlined in chapter one. The study provides a literature review on the levels of preparedness, roles played by parents in support of their children to transit, support provided to students at secondary school level through guidance, peer support and orientation program offered to students at the university. Within the literature reviewed, the researcher also identified the gap as depicted from different studies reviewed and the study concludes with a brief summary.

2.2 Students' levels of preparedness

There are different levels of preparedness for transition that students possess by the time they are in their first year of study in university. These are in terms of individual life on campus, which is how a student is expected to conduct her/himself in the university, university environment, and the expected challenges and how to deal with them. Another form of preparedness relates to career progression whereby every student should be made aware of various programs and prospective career advancement after university, as well as professional bodies in different professions. They should also be prepared in terms of competences required in different fields before and after joining university. In terms of scholarship, students need to be acquainted with the sources of university funds that are available including organizations, Higher Education Loans Board (HELB), donors among others. Finally, students need to be prepared for admission, where they are taken through the qualifications of joining university for each course they would like to undertake. They are mainly influenced by the family, instructors, individuals, the environment and peers (Amri, 2014).

A comparative study conducted between two universities, one in the Netherlands and the other in New Zealand on students' perceived preparedness for university, revealed that there was a significant difference in the response given by first year students in the two universities in terms of levels of preparedness. First year students in the Netherlands were expected to have high levels of preparedness compared to New Zealand students (Muller, 2013), since their secondary education system prepared them for transition. These levels of skills included communication and ICT skills.

The levels of preparedness applied in this study partly compares with the study conducted in Tunisia and the findings were related (Amri, 2014). The former study did not measure the level of preparedness in terms of social life which the current study used. There was a greater percentage of first year students in the two universities (Otago and Groningen) who felt that they were ill-prepared in secondary schools to join the university. On this note, 73% of the Otago University students in New Zealand and 61% of Groningen University students in the Netherlands were not confident that they would be able to complete first year in the courses selected. In the two universities, a majority of the students felt that they were not prepared to do assignments given in class. This could be due to the fact that in secondary school the teachers normally provided students with all the material unlike in university where students were expected to conduct research on their own. From the above findings the question is, can the results from different variables used to measure the level of preparedness among first year students be generalized to all universities? The above study was a comparative while the current study will only be focusing on one public university in Kenya.

Moreover, McCarthy & Kuh (2006) conducted a survey of over 170,000 American high school students and came to the conclusion that there was a major gap between students' learning habits and what was expected of them by the university as they join university. This concurs with a study conducted in Australia among Melbourne secondary schools students (Abramson, Lowe, & Atkinson, 2000).

Case, Marshall, & Case (2013) arrived at similar findings after conducting a study in South Africa in Science and Engineering education at the secondary–tertiary interface. The study found that there was a major gap between university expectations of first year students and the actual performance, hence recommending that more research to be conducted in this area. The research concluded that poor performance among science and engineering students could be attributed to under preparedness of students enrolling at university hence calling for universities and secondary schools to work collaboratively in preparing students for the university context.

Furthermore, a study conducted at the University of Ulster on the preparedness of students for transition from secondary schools to universities found that 41% of the students were disappointed with the university environment and more so with services provided, since they expected that the problems they encountered while in the university be attended to which was not the case (Cook, 2014) . Cook also found that, 89% of the students were not ready for the lecture method used by the lecturers, since they expected notes to be dictated; this was not the kind of teaching they expected in university. In terms of the hours spent in class, a majority of the students (over 50%) expected that they would spend a longer time in the actual classes than was the case.

In addition to the above, Venezia, Jaeger, Venezia, & Jaeger (2017) conducted a comparative study of students' preparedness for college from different high schools in terms of knowledge possessed, knowledge application and analytical skills. Students who had not been supported by parents, teachers and members of the public before the transition were found to perform poorly in the texts given. A majority of them were found to possess no analytical skills.

A study conducted in the USA in collaboration with psychology students on their preparedness of first year students and the challenges they experienced through transition found that a majority of the students who lacked social and cultural skills were not able to relate well to others. These students, according to Maunder et al., (2017), were lonely in the university context and were not able to fit into the environment. This implies that all levels of transition among students must be catered for in order for students to transit smoothly without challenges.

Consequently, a Malaysian study on bridging students- successful transition from high school to college found that a majority of the students are basically unprepared for college life, which is a challenge to many instructors in colleges. The study identified skills that an individual should possess to enhance transition, which includes academic skills, individual understanding skills, individual support skills, decision- making skills, assertiveness and confidence, rational thinking and awareness about college education and what it entails (Tang & Wong, 2015).

Amri (2014) conducted a study on high school transition to university among first year English students at the Institute of Languages in Tunisia. The study explored preparedness among freshmen in study skills in terms of managing time, setting realistic goals, identifying a conducive learning environment, skills of note-taking, concentration, summarizing a text, coping with anxiety and information processing. The study reported that a majority of the students tested, scored above

fifty percent in affective areas and below fifty percent in cognitive areas. They were found to be eager to learn and managed their time properly, but they were not able to concentrate in reading. Moreover, the study found that the students were not able to conduct individual research using available resources, hence were not well prepared for the exam. In addition, the research reported that the students were unable to understand the flow of information in the university, hence were not informed of important happenings. The majority of the students performed so poorly in the tests given compared to the expectations of the university. It is therefore evident that a majority of the students joining university have very low levels of preparedness for university transition. The study recommended that more needs to be done on the levels of preparedness among freshman in the university for transition. It is with this in mind that the current study will conduct research on determinants of students' preparedness for transition to university in one of the universities in Kenya.

In support of the above, in an Australian study Kelly (n.d.) found that first year students in computing classes experienced challenges with being independent, especially in executing studies and managing their time. Another Australian survey in 2004, among first year students, found that as much as there are several efforts to close the gap between secondary schools and the university in the past, 60 percent of the first year students were found not to be adequately prepared for university (Krause & Coates, 2008). A third of the reporting students felt ill- prepared to select a university course when completing secondary school and are therefore likely to experience initial reality shock especially when they receive their first semester marks (Krause & Coates, 2008).

Regina (2011) agree with the findings that first year students feel isolated, do not know anyone in the university especially those students from rural areas. They were also affected by the fact that

they did not receive attention from lecturers as was the case during their secondary school experience.

In a study conducted in Kenyatta University in Kenya, on the transitional challenges facing first year students in public universities based on autonomy, social change, compatibility among roommates, the eating habits, and access to care services and change in academic programs it was found that the largest percentage of students, both male and female, experienced challenges in all the transition areas investigated (Wangeri et al., 2012).

Lewin & Mawoyo (2014), who conducted research in South African universities, support the above findings. From their research, they found that one of the major challenges facing first year students was poor accommodation facilities in the university and poor nutrition due to high costs of food, which was unaffordable, especially for students from rural and poor backgrounds. Moreover, first year students, especially those from poor rural areas experienced language challenges. This affects successful transition of students hence their general performance and adaptation to the university environment. Consequently, students are expected to manage their studies independently without any supervision, hence making some students drop out or fail if they cannot cope with the change. Some of the reasons for the lack of successful transition is the inability to balance social and academic life, drug and substance abuse, lack of proper preparedness for tutorials and not being able to cope with the large workload in the university (Lewin & Mawoyo, 2014). First year students experience many challenges if they are not thoroughly prepared for transition to university by responsible stakeholders. This will be manifested differently among first year students from different backgrounds.

Furthermore, a study conducted at Adelaide university comparing the preparedness of first year students for transition to university in terms of social skills found that a majority of the students from rural areas were not well prepared socially (Sadowski, Stewart, & Pediaditis, 2017). They faced the challenge of bonding with the students from urban areas and also other cohorts. This evidence concurs with the research conducted at Kenyatta University among first year students to test their level of preparedness in terms of eating habits and social skills (Wangeri et al., 2012). The study found that a majority of the students that were not able to cope with university life in terms of social skills, were mainly from rural areas and were found not to be exposed to ‘that kind of life’ hence getting lost within university contexts and lacking in communication skills resulting in anxiety. This was evident when they complained about their roommates with whom they were not on good terms. In terms of eating habits, many first year students were found not to be able to prepare a balanced meal for themselves, therefore buying junk food from cafeterias within the university. First year students, who were not financially stable were found to eat one meal per day which is still unbalanced.

Those who were socially fit and had good eating habits were found to adjust very rapidly to university life. From the above research, it is evident that more needs to be done to prepare first year students to fit into the university setting. This gives them the necessary confidence even in communication, which enables them to perform well both socially and academically. The two studies evaluated students’ preparedness in terms of social skills, while this study incorporated both academic skills, social skills and financial management.

2.3 Parental support

Different stakeholders have a very significant role to play in ensuring students' smooth transition from secondary school to university. This role is in regard to students' preparation with information about university education pathways, career options, challenges being faced by students during transition and examining the strategies implemented by different universities to enhance successful transition of first year students (Kalimasi & Chisalala, 2016). This includes guardians, siblings, teachers, chaplaincy, support offices in the university and the environment at large. Before the students join the university, some high school teachers and parents offer them guidance concerning what to do and what not to do in regard to mode of dress, how to use their leisure time, the friends to keep, what food to eat and so on (Wangeri et al., 2012). All the students need backing from their guardians, teachers and fellow peers for successful transition. This can be motivational, financial, social and informational (Zozie & Kayira, 2012).

A study conducted in Australia among Melbourne secondary school students found that a majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the universities, hence they mislead the students when it comes to career choice (Abramson et al., 2000). The former study was conducted among secondary school learners while their study was conducted among first year university students at Moi University who were experiencing the transition.

Contrary to the above, a study conducted on factors influencing the transition of pupils' from primary to secondary schools in Meru central district in Kenya found that some of the challenges facing the transition from primary to secondary school were, poor performance among the students hence disqualifying them from joining secondary school, low levels of education among parents

which results in them encouraging their children to seek employment in the informal sector and poverty among families (Kirera, 2013). The former study only focused on the factors influencing the transition, while neglecting the preparedness these pupils experience to enhance their transition.

In line with parental support, a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya found that a majority of the students who came from middle class families were fully prepared to join university (Moore, Slate, Edmonson, Combs, Bustamante & Onwuegbuzie 2010). Those students with siblings who have gone to university were found to be aware of university expectations and those from families with no siblings at university were willing to learn more about the university hence working harder to get there.

According to Pargetter (1995), the results of unsuccessful transition from secondary school to university can be distressing to both the students and their guardians, which therefore could have a prolonged negative effect on their self-esteem. Many studies conducted have found that students experience transition challenges for various reasons which differ from one student to another. According to Hodgson et al., (2010), this could be based on the student's social, cultural and educational background, character, ambitions, environment of the learning institution, nature of friends and how all of the above interact. They found it both interesting and debilitating to move from being the oldest group in the school to the youngest; shifting from a familiar environment to an unknown environment and from being well recognized by many instructors to being a relative stranger (Kirera, 2013).

2.4 Secondary school guidance programs

The support given to students at secondary school level in relation to their transition to university is vital if a student has to achieve a successful transition. For example, the manner in which students are prepared for transition from secondary school to university will influence their expectations of the university (Cook, 2014). The mode of teaching, study habits and assessment in secondary schools will have a bearing on students' preparation for university contexts.

Cook (2014), in his study conducted among US university students found that a majority of the students were used to teachers spoon feeding them and mainly concentrating on individual studies as opposed to group discussions, which were very common in universities. From the above discussion, Kenyan secondary schools tend to focus more on academic performance rather than preparing students with skills to adapt to universities and world of work.

A study conducted in China on the experiences of first year students in the universities found that many students felt that they were not adequately prepared for university transition. Among their contentions were that they were being trained to work individually not as a group, and that all the work they did was for the exams. According to these students the assessment in secondary school was about getting a good grade to attend university and did not focus on individual growth. From the above discussion, students in Kenya were not an exception, since all secondary school teachers' worked hard to ensure that many students joined university, hence forgetting other cycles of growth and development. The study only focused on the intellectual challenges being faced by first year students during transition from secondary schools to universities, while this study focused on academic and social levels of preparedness.

In support of secondary school guidance, a study conducted in Tanzania on students' preparedness from post-secondary to higher learning and the world of work found that a majority of secondary school leavers were not fully informed about universities and career choices as well. There was a gap between the expectations of the university and the knowledge first year students were found to possess in terms of their courses and prospective careers (Kalimasi & Chisalala, 2016); some students, especially from towns, were found to possess at least some information about the university and what was expected of them. It was therefore evident that different students possessed different levels of preparedness as they joined university; some had adequate information and the relevant skills to apply in their university life while others were not completely aware of the demands of university life.

Brinkworth et al., (2009) supported the view that the experience among first year students was very important, because it helped one in connecting with the experiences back in the secondary school. According to Kirera (2013), secondary school counsellors helped the students to develop the independence needed to transit successfully.

Furthermore, a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya, found that teachers guided the students in the selection of university courses according to their capabilities hence making them aware of the expectations of the course in the university (Choti, 2010). Consequently, the same study found that the students were well nourished spiritually hence supporting them in upholding the discipline of the pupils. The question was if first year students were spiritually nourished by the time they joined university, why did a majority of them become so immoral and became drug addicts? Though there were some positive roles played by different stakeholders in the former study, it was found that students who came from humble families had a challenge of explaining what was expected of them in the

university and the benefit of them going to university. This could be because their guardians were also not aware of the structure and the expectations of the university. The study concluded that more research should be conducted on the responsibilities of the stakeholders in enhancing the transition to university.

Moreover, Kalimasi and Chisalala (2016) found that much guidance and counselling was being conducted by teachers in both secondary and primary schools on sexually transmitted diseases and early pregnancies, with less attention being given to education and career development. They recommended that teachers in secondary schools also participate in university transition, not just passing exams since they are the bridge to university. Kenya is not an exceptional case since the focus of secondary school is just on passing exams with little guidance to students on how to be prepared for university life. Hence, it is imperative that schools do much more to prepare their leavers holistically to be able to adapt to the demands of life outside the classroom, this includes both the world of work and the demands of higher education institutions such as universities.

The focus on the students joining university from secondary school has led to major academic challenges when the same students join university (Birch & Miller 2007).

In addition to the above findings, research conducted in the University of Ulster on the preparedness of first year students for transition to University found that 17 % of the first year students were not aware of course selection in the first year and only 14% were acquainted with the choices to be made. In the same study, 18% were found to be completely oblivious to how these choices were assessed, 26% were not aware whether the courses involved selection and over half of the students were not aware of the number of hours for every class per week (Cook, 2014).

Similarly, a research study conducted in America on the US effectiveness of transition programs for students entering high school found that students who are not adequately prepared before the transition, are likely to face challenges during the transition (Cauley & Jovanovich, 2017). These levels of preparedness were measured in terms of academic success, independent decision making, coping mechanisms to challenges and conflict resolution. Students, who were not well prepared for transition, were found not to perform well on the levels identified. This study concluded that students' preparedness for transition, influences the challenges they face at any stage of learning whether university, secondary or primary school.

In a study conducted by the University of Johannesburg, a mathematics test was administered among first year mathematics students to evaluate their preparedness for mathematics in university. Surprisingly, more than half of the students performed very poorly; an indication of unpreparedness for transition to university education (Jacobs & Pretorius, 2016). Due to this experience, the same students were subjected to mathematics training in university and given the same test. The performance improved indicating that before the training they were not prepared for the transition to university. The study concluded that the secondary school system in South Africa did not prepare students for the transition to university and as a result, students were confronted with many challenges when they joined university.

Similar to the above, a study conducted on the university's transition at Mzuni University in Malawi found that there was a major challenge in the selection of courses in the university. The level of preparedness for students was measured in terms of guidance and counselling, where it was reported that there was no career counselling both in secondary school and university on how students could select courses according to their capability (Zozie & Kayira, 2012). This was

evident by more than half of the students indicating that they were not aware of the careers available from the courses selected and the demands of the courses selected, hence attributing that to inadequate career guidance from secondary schools. Secondary schools in Malawi were reported to concentrate on students excelling in the final exam in order to join university, but there was no room left to advise the students on the expectations of university education. The same study reported that 5 % of the students joining university in Malawi dropped out before the end of the first semester, while more than half were found to drop out in first and second year. The students interviewed attributed that to inadequate preparation in the courses selected hence opting to drop out. Consequently, students from poor backgrounds were found to be unprepared for any course, simply because no awareness was created before they joined university. As a result, their interest was merely to join university for the sake of joining and to select whatever course they were advised to follow. They ended up having many challenges, hence opting to drop out of the course or from the university. The Kenyan system of secondary education is not any different from what was reported in Malawi, therefore there is a need for research on what determines students' preparedness for transition to university.

Consequently, a study conducted in Mzuni University in Malawi on students' levels of preparedness through guidance and counselling reports that a majority of stakeholders, especially secondary school teachers, had forgotten their roles in preparing students for transition and are now focusing on students passing exams. To support this assumption, first year students from different faculties were asked to provide their sources of information about university and the courses offered. The findings indicate that 58% of the students were said to have read the newspapers to gain information, 20% said that they enquired from their friends and former graduates, 10% attributed awareness to their secondary school counsellors and 10 % from parents

and relatives. About course selection, 70% of the students are assumed to have selected university courses according to their subject interest in secondary school, 10% claimed that they were guided by career teachers in secondary school, 10% are reported to have been advised by parents, 5% said that they were guided by community role models and 5% were influenced by peers at Mzuni university (Zozie & Kayira, 2012). From the above scenario it was evident that a majority of stakeholders who expected to help students in achieving a successful transition have failed to do so hence there is a need for some intervention strategies. If urgent solutions are not identified for this, a majority of universities, especially in developing countries, will continue to produce graduates who are not competitive in global markets hence inhibiting development in developing countries. The former study only focused on the role of stakeholders on course selection, but this study explored overall preparedness offered by different stakeholders to students in transiting to university.

In general, a majority of the first year students lack the expected academic skills required by lecturers because of inadequate academic experience from high schools where they were taught by different instructors who used varied methods of teaching (Byrne et al., 2015). A majority of the students know very little about university in terms of academic and social life by the time they join, leading to many challenges.

2.5 Peer support

Generally, peers have an important role to play both socially, emotionally and academically among first year students. It is argued that a student who relates well to fellow students; either supportive friends or discipline specific peers, will have a successful university transition (Editor, Fergie, Maeorg, & Michell, 2014).

A comparative study conducted in Ireland to explore first year students and staff commitment with two first year experience initiatives: a Learning With Peers (LWP) programme and a Skills Development Module (SDM) found that a majority of first year students appreciated the mentorship program that was provided by their peers with the help of lecturers (Ginty & Boland (2016). This mentorship program was organized by trained student leaders, to support first year students to transit successfully to their third level of learning. In the same study, 88% of the students in one of the institutions indicated that the program of learning with their peers (LWP) assisted them in dealing with university challenges especially social and academic challenges. This study differed from the current study in that it was a comparative study while this study was conducted at one university. Also, explorative mixed method approach was used while in this study, concurrent mixed method design was applied.

The above findings were not different from Venezia and Jaeger (2017) who found that in the transition from high school to college, peers play an important role, which should not be ignored to ensure a successful transition. According to the former study, this was because students come from different backgrounds before joining universities where universality is expected to ensure that smooth learning takes place.

In support of the above findings, Engstrom and Tinto's (2008) study among 19 universities in America found that first year students were very happy with learning communities created to help them in settling down at the university. In addition, the study found that students developed confidence with the help of their peers ensuring that the learning process was easier, and were able to access other support services with the help of their peers. Cross-tabular and multivariate regression methods were applied in data analysis of the former study which was conducted among

19 learning institutions while in this study, linear regression and thematic analysis were used to analyze quantitative and qualitative data generated from first year students in Moi University.

Contrary to the above findings, a study conducted on the role of academic and non-academic factors in enhancing retention rates at the university found that peer support does not play a major role in enhancing university transition (Lotkowski, Robbins, & Noeth, 2004). According to the study, peer support, non-academic and academic factors have a bearing on students' success and adaptation at university.

In their disagreement with the study on academic and non-academic factors, Swenson, Nordstrom, & Hiester (2008) conducted a study on the role of peer relationships in adjusting to college. Peer support was measured in terms of four items which included social, academic, emotional and institutional adjustments among first year students. From multiple linear regression, the study found that there was a positive effect between the items measured and adjustment to college life. The same study concluded that peer support is central to adolescent transition to early adult life where college peers were seen to play a greater role as compared to secondary peers. Negative peer influence was reported to result in conflict in adjustment to college in the four items mentioned above (Swenson et al., 2008). The study compared a public and private university in US whose results were similar, while the current study was in a single public university in Kenya.

2.6 Orientation program received

As pointed out by Kelly (n.d.), institutions of higher learning should support the transition of students meaningfully since it will affect their achievement in the university. The transition from Secondary school to university affects social security, physical comfort and the ability to enjoy satisfying activities for first year students (Wagner & Davis, 2006). It tests students' autonomy

and their ability to organize their own schedules and even how to manage their finances (Edwards et al., 2015).

Editor et al. (2014) recommended that in order to prepare students with the social skills universities should incorporate the aspect of social inclusion in their orientation programme in collaboration with student leaders. This was because first year students came from different backgrounds where they were socialized differently.

Muller (2013), conducted a study in New Zealand and the Netherlands on the preparedness of students for transition. He posed a question on who should prepare the students for a smooth transition; is it secondary schools or universities? Another question was how else high schools could prepare students for transition? In the current researcher's view, both university and high schools have a role to play in ensuring the smooth transition of first year students to university. The research recommended that there should be cooperation between university and high schools in ensuring successful transition. It advocated universities to come up with preparatory programs and outreach in secondary schools to fill the gap between secondary school and university in preparing students for the transition process.

In support of the above view, Maunder et al.(2017) argue that it could help in giving future first year students a true picture of university and what is expected of them, especially those from families whose parents have no experience with the university (Amri, 2014; Kalimasi & Chasilala, 2016). Moreover, the same research recommended that university education be reformed so that they were also given a huge responsibility in preparing first year students for the smooth transition. Attention should be placed on how to reduce attrition rates among first year students now that university education had been expanded. Furthermore, the study found that universities played a

very minimal role in preparing students for transition to university, which should be improved since it is a stage of molding future lives either to fit into the professional world or not. The former study only worked on the role played by different stakeholders up to secondary school level, omitting the university. This study will fill the gap by examining the role played by orientation programs at the university in enhancing transition to university (Moore et al., 2010).

Furthermore, Kalimasi and Chasilala (2016) conducted a study in Tanzania on students' preparation from post-secondary to higher education and working life. They found that a majority of first year students consulted their guardians, relatives, peers and secondary school teachers in the choice of their university course (Kalimasi & Chasilala, 2016) . From this evidence therefore, it can be concluded that as much as the university has a role to play in ensuring that the students have a successful transition, secondary teachers, guardians and peers have the greatest role since they are to be consulted first before the students can think of university personnel. Kalimasi and Chasilala (2016) recommended that universities provide more holistic information on the courses and even the world of work for every course provided. From their findings, they found that a majority of universities provided insufficient information; they take it as “one shot “especially public universities. They use media to advertise the courses only during the intake, but not throughout the year. Another challenge that was found among university staff in charge of first year students was that they attended briefly during the orientations, they did not attend at all or they came unprepared to provide information required by the first years, hence confusing students. Helping first years to transit smoothly in the university should not only be done during the first or second week of reporting, but during the whole semester especially by the lecturers teaching them. Some students were found not to attend orientation programs since they are not informed of its

importance, therefore students should also play their roles in ensuring the smooth transition to university.

On the same note, a study conducted in Malawi at Mzuni University concurs with this finding and recommends that there be follow-up activities after the orientation and that orientation be prolonged to even two weeks after reporting (Zozie & Kayira, 2012). This was supported by the report that the time allocated for different speakers during orientation was not adequate to provide all the information necessary to first year students and therefore they ended up rushing or even leaving out some important information. There should also be special programs for the students who do not attend especially because of genuine reasons like late reporting due to some challenges, which were lacking in universities (Zozie & Kayira, 2012).

According to Amri (2014), research among English first year students in Tunisia recommended that there was a need for university officials and lecturers to identify the strengths and weaknesses of fresh men in the university and to enhance smooth and faster transition. This would enhance excellent performance academically and also socially among the fresh men. This research study therefore identified the need to examine the role played by different stakeholders in enhancing students' successful transition to university among first years; lecturers are one of the stakeholders. Amri (2014), also recommended that students attend classes where cognitive skills were enhanced like information processing, exam preparation skills and self-testing. According to Amri, the University administrators were expected to understand diverse motives and the expectations of first year students in order to help them have a successful and faster transition to the university. Any disconnect between students' expectations and what was on the ground might possibly result in students dropping out of the University, or even graduating but performing so poorly both

academically and socially. Ridley (2004) argued that the sensitivity and understanding between instructors and learners are essential in overcoming the changes in the expectations of the students at the beginning of learning.

Moreover, in South Africa it was realized that a majority of the students joining university were ill prepared for the transition and therefore universities, especially science faculties, normally organized intervention programs such as the First Year Academy (FYA) to help students fit in the system and cope with the challenges. The programs were aimed at exposing students to university environments and also boosting their level of confidence hence building on their esteem (Jacobs & Pretorius, 2016). This was attributed to a lack of adequate trained teachers at the school level hence “half baking” the students for transition. It was with this in mind that the current study provided a lens through which to view the role played by different stakeholders in enhancing first year transition to university.

In addition, a study conducted in the US found that of the 2.2 million first year students, between 25 and 30 % changed their courses when they reach the second semester of their first and second year first semester (Rausch and Hamilton, 2006). Byrne et al. (2015), conducted a study to investigate why a majority of the students dropped out of university in the first year, and found that a lack of preparedness and poor motivation among students were the main reasons for this. In the same research, a percentage of the students were found to drop out of the university.

Another study conducted in Australia on the transition of students from secondary schools to tertiary institutions found that the transition challenges are characterised by a majority of first years dropping out and acquiring low grades as expected (Kelly, n.d.). The former research only worked on the transition of students from secondary school to tertiary institutions, without considering the

determinants of the transition, which the current research addressed. The same study found that there was proof of problems of transition since 20% of the first year students expected to change their courses and 30 % were thinking of deferring their studies, with the excuse that they were not prepared for any courses.

According to a study on transitional skills and strategies by Edwards et al., (2015) students transiting to universities experience social, environmental, financial and academic adjustments which, if they are not guided, experience various challenges. According to the study, some of these challenges include being isolated and lonely, how to manage their finance, stress of the new environment, time commitments, responsibilities, anxiety, being disappointed and being ignored. These findings concur with Wangeri et al., (2012) who conducted research on the challenges facing first year students in Kenyatta University. It is the duty of the university to support the students to experience this transition successfully for learning to take place, especially through the provision of the support facilities. Moreover, Byrne et al., (2015) concur with the findings above. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

Cook (2014) contends that some students are under the misapprehension that a university is a holiday camp where people are not expected to work hard and others have the expectation of having freedom for different social activities away from their guardians, hence affecting the successful transition to university. This was predominantly manifested where the students had minimal levels of preparedness to an extent that they did not have any idea of a university. According to him, gender of the students has varying expectations of the universities whereby male students are found to have greater challenges of transition compared to females. These results

were similar to the findings of Wangeri et al., (2012) who conducted a study in Kenyatta university, and found that a majority of males seemed to face challenges as compared to their female counterparts.

Summary

There are different levels of preparedness for transition that students possess by the time they are in their first year of study in university. These are determined by the preparation the student receives before and after joining university. Before the students join university, some high school teachers and parents offer them guidance concerning what to do and what not to do in regard to mode of dress, how to use their leisure time, the friends to keep, what food to eat and so on. According to the research conducted by different scholars, little is known by a majority of first year students about university life and career selection as they join university, and even after orientation in the university. Attention should be placed on how to reduce attrition rates among first year students now that university education has been expanded. Many studies conducted have found that students experience transition challenges for various reasons which differ from one student to another. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter provides an outline of the paradigm, research design, study area, target population, the area of study, target population, sampling design and sample size determination, research instruments, data collection instruments and data collection techniques. Moreover the chapter included validity and reliability of the instruments and how the instruments will be administered, data analysis techniques, data presentation and finally ethical considerations during the research period.

3.2 Research Paradigm

A paradigm is an integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools. The philosophical underpinning for the study was pragmatism, whose aim is to determine practical solutions to problems and actual meanings of the results, using what works best and using it to understand the research problem (Shannon-baker, 2016). According to Johnson & Onwuegbuzie (2006) this paradigm is always concerned with the implication of items and aims at the outset of the research (Biesta, 2010). This paradigm is of importance in this study on many levels; one is that it allowed the researcher to blend characteristics of quantitative and qualitative methods and to identify concrete solutions to transitional issues in the universities by sharing the findings and the recommendations (Moragan, 2007). It helped in complimenting the advantages and disadvantages of each method utilized since pragmatism allows for complementarity of both qualitative and quantitative methods. Conversely, according to Shannon-baker (2016) this paradigm allows for transferability and generalizability of the results which will therefore enable the researcher to test for validity and reliability of data

generated to enhance credibility. Arnon & Reichel (2009) as cited in Shannon-baker (2016) used the complementarity idea in their study using telephone surveys whereby they applied simultaneous parallel designs with a telephone interview including open-ended qualitative questions and quantitative survey .

3.3 Research Design

Pragmatic philosophical assumptions influenced the study to apply mixed method research design and concurrent triangulation mixed methods strategy. This is a one phase design in which the researcher implemented the qualitative and quantitative methods for generating data at the same timeframe and with equal weight applied to them. It involves concurrent, but separate, collection and analysis of qualitative and quantitative data and the results integrated during the interpretation time, in order for the researcher to understand the research problem best (Creswell & Creswell, 2017; Ayiro, 2012). This design was employed because it enabled the researcher to validate data obtained from one method with another hence complementing the weaknesses of one method with the other's strength. Shannon-baker (2016) used this design to conduct a study and after data generation, qualitative and quantitative data were analyzed separately then integrated during the discussion. The challenge of using this design is that much expertise and effort is required now that data is being generated concurrently and that both qualitative and quantitative approaches carry equal weight. The study applied mixed methods design in generating, analyzing and then converging data during interpretation and discussion. This involved the collection and analysis of both quantitative and qualitative data in a single study in which the data was collected and generated parallel respectively (Creswell, 2003). Concurrent triangulation mixed methods provides the researcher with room to integrate different methods for generating both qualitative and quantitative data hence complimenting each other to produce quality results. Due to this

advantage therefore, the study applied concurrent triangulation mixed methods strategy to generate and collect both qualitative and quantitative data simultaneously.

3.4 Study Locale

The study was conducted in one of the public universities in Kenya to analyze students' preparedness for transition from secondary school to university among first year students. The study was conducted in Moi University in Kenya to analyze first year students' preparedness for transition from secondary school to university. Moi University is located in the Rift valley, Kenya in Uasin Gishu County, about 35 Kilometers from Eldoret town.

3.5 Target Population

The target population of the study was all first year students in all the schools in Moi University, estimated at 4,651 comprising both male and female students. The researcher selected Moi University because it is one of the largest public universities in Kenya with both urban and rural settings hence students could be experiencing challenges that are both urban and rural. This is because some faculties are situated in town, while others are in the village, hence giving a clear indication of transition among Kenyan universities. Moreover, the study was only conducted among first year students because it is the group experiencing immediate transition from secondary school to university, which is a new environment.

3.6 Sampling Design and Sample Size

The study applied both probability and non-probability sampling techniques. In non-probability, purposive sampling was applied to select first year students while in probability, proportionate sampling was used to calculate the number of first year students to be selected from every school according to the total enrolment. Consequently, simple random sampling was applied to select the total sample size comprising equal numbers of male and female students. The advantage of using

simple random sampling method is that individuals in the sample population have an equal and independent chance of being selected in the sample and also the data generated can be generalized to a larger population. The study worked with a sample size of 375 which was drawn from both male and female first year students in the schools in Moi University. From the target population of 4,651; 375 participants were selected randomly, whereby they all participated in the filling in of questionnaire. This formed a total sample of 375 first year students which is within the range of sample size determination table at confidence level of 95% and margin of error of 5% (refer to appendix V) (Krejcie & Morgan, 1970).

After all the participants filled out questionnaires, the researcher randomly selected 50 participants from the same sample size, comprising 25 male and 25 female first year students. Five Focused Group Discussions (FGD) comprising 10 participants (5 male & female students) were formed.

Table 3. 1 sample size selection

Source: University Admissions

Schools	Total Population	(%)	Sample Size
Arts & social Sciences	1409	2.28	106
Biological & physical Sciences	455	0.74	34
Business and Economics	720	1.17	54
Dentistry	15	0.02	1
Education	1320	2.14	99
Engineering	185	0.3	13
Information science	455	0.74	34
Law	76	0.12	5
Medicine	80	0.13	6
Nursing	93	0.15	6

Public health	38	0.06	2
Tourism	200	0.32	15
Total	4651	8.17	375

3.7 Research Instruments

The study applied both qualitative and quantitative approaches, hence different methods of data generation.

3.7.1 Focused Group Discussion (FGD)

For the qualitative section, focused group discussions were applied among 50 first year students from all the schools to generate data on the support received from various stakeholders in enhancing their transition from secondary school to university. These included parents/ guardians, guidance received from secondary school, peer support and orientation received at the university. The students were randomly sub-divided into 5 groups made up of 10 participants comprising equal numbers of male and female first year students. Focused group discussions were applied by the researcher to allow further probing in order to elicit concrete data from the respondents hence achieving objectives one, two, three and four (Kothari, 2004). It also helped the researcher to gather information from many respondents simultaneously hence saving time and resources. Focus group discussions also offered students freedom of expressing their challenges and frustrations in their own words (Maunder et al., 2017). Furthermore, it enhanced triangulation for data collected from questionnaires.

3.7.2 Questionnaire

Structured questions were administered among to the first year students to generate data on their level of preparedness, parental support, secondary school guidance programs, peer support and

orientation program received at the university. The levels of preparedness was measured in terms of academic, time management and social skills using likert scale, specifically on time management, group discussion, information processing, financial management, research, communication skills, relationship with roommate and peers. Effectiveness of different stakeholders was also measured using likert scale whereby there will be questions on different stakeholders. Questionnaires were applied in order to generate data from a large number of first year students in Moi University using the shortest period as possible (Kothari, 2004).

3.8 Validity of Research Instruments

Validity is the extent to which a test measures what it is supposed to measure. It measures the quality, trustworthiness and credibility of the results to be attained. The question of validity is raised in the context of the form, purpose of the test and the population for whom it is intended. Validity of the data acquired was emphasized through triangulating questionnaires with focused group discussion hence validating the results. There are four main types of validity namely; face, content, construct and criterion validity. **Face validity** refers to the extent to which an instrument appears to measure what is supposed to measure. This was tested by my supervisors who scrutinized the questionnaire and discuss the questions to ensure a high degree of face validity in relation to the expected structure of a questionnaire and focused discussion guide questions. **Content validity** is the extent to which the instrument covers the complete content of the particular construct that it is set out to measure. To ensure this validity, the researcher conducted a pilot study to test if the questions formulated are measuring the set objectives. **Construct validity** deals with the standardization on how well the construct covered by the instrument is measured by different groups of related items. This was evaluated by the researcher together with the supervisors through comparing the content of both questionnaire and the discussion guide questions with the objectives

and the variables to be measured. The last **criterion validity** is the ultimate test as to whether the instrument measures what is supposed to measure. This was achieved through a pilot study whether the set objectives were achieved.

3.9 Reliability of Research Instruments

After validity check, the researcher tested on reliability of the instruments whereby reliability is the degree to which a measuring instrument is repeatable or consistent with the results. Creswell (2003) contends that there are various types of reliability testing, but the current study used **Cronbach alpha** under SPSS software. This was done separately for the items measuring objectives one to four. Using this method, r ranges from 0 to 1, and the closer r is to 1, the more reliable the data (Sekaran, 2000). According to the named author, the benchmark is a coefficient above 0.7, and it works best on the basis of inter-item reliability. If the correlation is towards zero, then the instrument is to be considered unreliable hence the researcher to adjust the items used to measure different constructs in the questionnaire with the help of the two supervisors. For qualitative data generated from FGD, member checking was used to check on the reliability. After data generation, the researcher went back to the respondents to confirm on the credibility of data.

3.10 Data Collection Procedure

Generation of data was done using both quantitative and qualitative methods specifically the use of questionnaires and focused group interview respectively. Questionnaires were administered among students within the sample size during their lectures with the help and permission of the lecturer in charge of the lecture (common unit). The students were expected to respond to all the questions according to their views and there after all the questionnaires were to be collected with the help of the class representative, and given back to the researcher. Focused group discussions

were conducted in groups of ten first year students of both genders who were sampled randomly from the sample size to avoid bias. With the help of a group moderator, the researcher discussed questions in the discussion guide with the students, one group at a time depending on the availability of the respondents and also tape record the discussion. This tape recording helped the researcher to concentrate during the discussion noting only the main responses and the rest to be transcribed from the recorded document. This was done for all the groups at different times, with the help of the moderator each scheduled to take 30-45 minutes for comprehensive information through probing.

3.10 Data Analysis Techniques

Data analysis is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. The steps involved in the analysis are a function of the type of information collected (Kothari, 2004). In this study qualitative and quantitative data were analyzed separately whereby qualitative data from focused group discussion was analyzed first through transcribing the recorded data, coding and then came up with short themes derived from the responses given. This was done to reduce the bulkiness of data generated and to bring meaning. Conversely, quantitative data was analyzed using descriptive and inferential statistics whereby descriptively, mean, median, percentages and frequencies were used to analyze the responses from the questionnaires and Pearson Correlation coefficient and linear regression (R) applied to test the hypothesis.

After all this data was collected, the researcher conducted data cleaning, which involved identification of incomplete questionnaires and separating them from the completed questionnaires. The data was categorized, coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS V.20.1). Inferential statistics consisted of linear

regression analysis and Pearson Correlation coefficient. Pearson Correlation coefficient was used to test for the level of significance of the items measured while multiple regression analysis was used to test the Hypotheses. Data was also presented through tables.

3.8.1 Model Specification

To determine the influence of the independent variables on the dependent variable as captured by the null hypotheses H_{01} , H_{02} , H_{03} and H_{04} , a multiple linear regression was undertaken and the regression model proposed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu_i \dots\dots\dots \text{Model 1}$$

Where:

Y: Preparedness for Transition

X_1 : Parental Support

X_2 : High School Guidance

X_3 : Peer Support

X_4 : Orientation Program Received

β_0 : Constant

$\beta_1 - \beta_4$: Regression coefficients

μ_i : Error term

3.12 Ethical Considerations

The researcher with the help of the two supervisors took steps to fulfill the ethical considerations. The researcher sought permission from the relevant authorities commencing with research participating institution and thereafter visit National Commission for Science, Technology & Innovation (NACOSTI) to seek further permission. The researcher ensured the confidentiality of

the information given by the respondents by making sure that the instruments used did not reflect their names. The researcher also introduced herself to the respondents by exploring why she was conducting the research. Also, the researcher assured the respondents that the responses provided were only to be used for academic purposes. The researcher also provided forms to the respondents for them to sign that they have the freedom to withdraw from the study if they wished to do so and that they were willing to participate in the study. In the questionnaire, the researcher had an introductory section, making herself known by the respondent. In the focused group discussion, the researcher had a separate introductory letter which was issued to the respondents since they only had questions for discussion. To safeguard plagiarism, the researcher subjected the thesis to turn-it-in software and also ensure that referencing was done properly according to APA style.

Summary

To achieve the objectives of the study, both qualitative and quantitative data were collected whereby focused group discussions accompanied with tape recordings and questionnaires were applied respectively. Before actual collection of data, the instruments were tested for validity and reliability using a different sample from the one under study. Data collected and generated was analyzed later both qualitatively and quantitatively to establish results. Ethical considerations were also taken into account to ensure that there was no breaching of any research ethics.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The aim of the study was to investigate the determinants of first year students' preparedness for transition from secondary school to university by focusing on level of preparedness, school guidance, parental/guardian support, peer support and orientation program received. This chapter presents, analysis of data, interpretation and discussion of the findings.

Since both quantitative and qualitative data was gathered, this chapter focuses on the presentation of descriptive and inferential statistics and the themes that emerged from five (5) focus groups, all done among first year students. Data gathered from the questionnaires was complimented by qualitative data generated from focus groups which were audio recorded and transcribed immediately thereafter. The transcriptions were then analysed according to themes.

Quantitative data is presented separately then followed by qualitative, then the two are interpreted and discussed together for triangulation and complementarity purposes. Direct quotations from the transcripts are presented as evidence to support the major themes and issues as identified.

4.2 Quantitative Data Analysis

This section entailed the analysis and presentation of quantitative data. The analysis was done using both descriptive and inferential statistics. This was done first by giving the background of respondents, then data presentation and analysis. Presentation and analysis was done according to the objectives.

4.2.1 Demographic Information of Respondents

4.2.1.1 Response Level

Although the study intended to collect data from 375 respondents, data was successfully collected from 289 respondents. This represents a response rate of 77.06 % and falls within the confines of a large sample size ($n \geq 30$). This response rate is deemed acceptable in accordance with recommendations that a response rate above 70% is excellent (Kothari, 2004). This provides a smaller margin of error and good precision (Malhotra, 2007).

4.2.1.2 Profile of Respondents

Table 4.1: Demographic Profile of the Respondents

Variable	Category	Frequency	Percentage
Gender	Female	190	65.7
	Male	99	34.3
Age	Below 18	104	36.0
	18-20	179	61.9
	Above 20	6	2.1
	Total	289	100.0

Source: Survey data (2018)

The demographic profile of the surveyed respondents, which includes gender and age among first year students in Moi University, is presented in Table 4.1. The gender distribution of the survey respondents was 65.7% males and 34.3% females. For age, results indicated that 36.0% of respondents were below 18 years, 61.9% were in the age bracket 18-20, while 2.1% were above 20 years.

4.2.2 Data Presentation and Analysis

This section comprises the data analysis and presentation of quantitative data according to the responses given by respondents in the questionnaires. The section has been organized according

to objectives. The name of the constructs measured are presented in short form as follows; high school guidance programs (HSGP), parental/guardian support (PGS), peer support (PS), orientation program received (OPR) and variables stakeholders and level of preparedness as SH and LP respectively.

Cronbach's alpha reliability test was used to determine the internal consistency of the question items that measured the variables of interest for this study. For stakeholders, the reliability test was done for the four constructs of high school guidance, parental/ guardian support, peer support and orientation program received using Cronbach alpha. For the dependent variable level of preparedness, the Cronbach alpha was also used to calculate reliability. Sekaran's (2000) level of 0.7 was used as a benchmark level to indicate acceptance levels of internal consistency of the instruments. Table 4.2 presents the results of the reliability test.

Table 4.2: Cronbach's alpha Reliability coefficient

Variable	Constructs	No of items	Alpha
SH	HSGP	6	.800
	PGS	6	.796
	PS	6	.734
	OPR	7	.919
LP		8	.965

Source: Survey data (2018)

From tabulated results in Table 4.2, alpha coefficient for all the variables were in the range .734–.965. The alpha coefficients were all above the benchmark level of 0.7 as suggested by Sekaran (2000) and therefore all the items measured the same variable making the entire questionnaire reliable.

4.3 Descriptive Statistics of the Study's Variables

Descriptive statistics of means, standard errors, and standard deviation were obtained for the variables level of preparedness, high school guidance, parental/ guardian support, peer support and orientation program received.

4.3.1 Level of Preparedness

The descriptive statistics for the items of level of preparedness indicated that the means were in the range 2.5156 to 2.7785. This gave an overall mean of 2.6332. On a 5-point likert scale, the scores were above average. The standard deviations were in the range 1.31731 to 1.52938. The overall standard deviation for level of preparedness was 1.30187. The relatively low standard deviation value indicates that the variability in the spread of the scores was low. The standard errors of the mean for the items measuring level of preparedness were low indicating that the mean values for the items were reliable. The respondents scored highest in the aspect of 'how to relate and communicate with other students' (LP4). Item 'and hence I am comfortable with the course admitted (LP7) item had the lowest mean. Table 4.3 below presents level of preparedness descriptive statistics.

Table 4.3: Descriptive Statistics for Level of Preparedness

Code	Item	Mean		SD
		Stat	SE	
LP1	On the number of units to be covered in my course	2.6125	.08438	1.43444
LP2	To Adjust to the new social life	2.5917	.08877	1.50902
LP3	To communicate and relate well with my lecturers	2.6401	.08814	1.49835
LP4	on how to relate and communicate other students	2.7785	.08699	1.47882

LP5	On how to build confidence	2.6713	.07749	1.31731
LP6	To be able to balance my study time with leisure	2.6609	.08368	1.42250
LP7	And hence am comfortable with the course admitted	2.5156	.08320	1.41443
LP8	To work on my assignments independently.	2.5952	.08996	1.52938

Source: Survey data (2018)

4.3.2 High School Guidance Programs

The descriptive statistics for the items of high school guidance indicated that the means were in the range 1.7093 to 3.2111. This gave an overall mean of 2.6061. On a 5-point likert scale, the scores were above average. The standard deviations were in the range 1.11428 to 1.47392. The overall standard deviation for level of preparedness was .90613.

The relatively high standard deviation value indicates that the variability in the spread of the scores was high. For standard error of the mean the value was .05330 indicating that the mean values for the items were reliable. Inspection of the scores of each item measuring high school guidance indicated that the respondents scored highest in the item ‘Effectively prepared me for transition to university’ (HGSP1) which posted a mean value of 3.2111 with a standard deviation of 1.41682. On the other hand, the item ‘Was adequate in preparing me for university course’ (HGSP2) had the lowest mean of 1.7093 with standard deviation of 1.11428. The high school guidance descriptive statistics are presented in Table 4.4.

Table 4.4: Descriptive Statistics for High School Guidance

Code	Item	Mean		SD
		Stat	SE	Stat
HSGP1	Effectively prepared me for transition to university	3.2111	.08334	1.41682
HSGP2	Was adequate in preparing me for university course	1.7093	.06555	1.11428
HSGP3	Prepared me on how to research independently	2.3702	.06644	1.12944
HSGP4	Prepared me for university	3.0000	.07546	1.28290
HSGP5	Prepared me on how to manage my personal time	3.0900	.08670	1.47392
HSGP6	Prepared me to adjust to university lecture method.	2.2561	.07213	1.22624

Source: Survey data (2018)

4.3.3 Parental/Guardian support

Further, the descriptive statistics of measures of central tendency and measures of dispersion for all the items measuring parental/guardian support were analyzed. The means for the items were in the range 2.2284 to 3.0000 and the attendant standard deviations in the range 1.11803 to 1.36827. The overall mean and standard deviation for the parental/guardian support was 2.7186 and .89817 respectively.

The low standard deviation value points at low variability in the responses for parental/ guardian support. The low mean standard error of .05283 meant the mean was reliable. The item ‘My parents/guardian provided all the basic needs’ (PGS4) had the highest mean value of 3.000 with a standard deviation of 1.11803. While the item ‘My parents/guardian prepared me for the transition’ (PGS1) had the lowest score with a mean of 2.2284 and standard deviation of 1.31356. The results are presented in Table 4.5.

Table 4.5: Descriptive Statistics for Parental/Guardian Support

Code	Item	Mean		SD
		Stat	SE	Stat
PGS1	My parents/guardian prepared me for the transition	2.2284	.07727	1.31356
PGS2	My parents/guardian Provided a my needs	2.4913	.06969	1.18472
PGS3	My parents/guardian Paid all the requisite fees in time	2.8270	.07715	1.31147
PGS4	My parents/guardian Provided all the basic needs	3.0000	.06577	1.11803
PGS5	My parents/guardian counseled me on university life	2.9066	.07908	1.34433
PGS6	My parents/guardian heed me settle down	2.8581	.08049	1.36827

Source: Survey data (2018)

4. 3. 4 Peer support

The descriptive statistics for all 6 items measuring peer support were obtained. The mean values and the accompanying standard deviations were in the range 2.1211 to 3.1246 and 1.23357 to 1.44999 respectively. The analysis further indicated that the overall mean for the items measuring peer support was 2.6396. Considering the 5-point likert scale used in the study, this meant peer support plays a role in determining students' preparedness for transition from secondary school to university. Standard deviation as a measure of the spread of the scores had an overall value of .85928 and this indicated a moderate spread of the values measuring peer support as a variable. The standard errors were low and hence it was concluded that the mean values obtained for all the items and the overall mean were reliable. The Descriptive statistics are presented in Table 4.6.

Table 4.6: Descriptive Statistics for Peer Support

Code	Item	Mean		SD
		Stat	SE	Stat
PS1	I received some guidance from my peers.	2.4602	.07702	1.30941
PS2	I have roommates/housemates who are ready to advise me	2.6955	.07713	1.31128
PS3	I am comfortable relating to other students	2.1211	.07473	1.27034
PS4	I did not have any challenge in adjusting to new friends	2.4983	.07256	1.23357
PS5	My friends are always helpful	2.9377	.07553	1.28409
PS6	Continuing students showed me the way	3.1246	.08529	1.44999

Source: Survey data (2018)

4.3.5 Orientation Program received

The descriptive statistics for the items of orientation program received indicated that the means were in the range 2.0277 to 2.4740. This gave an overall mean of 2.6861. On a 5-point likert scale, the mean score were above average. The standard deviations were in the range 1.15680 to 1.38990. The overall standard deviation for orientation program received was .89118. The relatively low standard deviation value indicates that the variability in the spread of the scores was high. The standard errors of the mean for the items measuring orientation program received were low indicating that the mean values for the items were reliable. The orientation program scored highest in the aspect of 'Helped me in spiritual growth' (OPR2). While 'the university has helped me on my career expectation (OPR3) item had the lowest mean. Orientation program received descriptive statistics are presented in Table 4.7.

Table 4.7: Descriptive Statistics for Orientation Program Received

Code	Item	Mean		SD
		Stat	SE	Stat
OPR1	effective in preparing me for university life	2.3841	.08176	1.38990
OPR2	Helped me in spiritual growth	2.4740	.07155	1.21629
OPR3	The university has helped me on my career expectation	2.0277	.07933	1.34858
OPR4	Was adequate on the hostel and the services available	2.4291	.07757	1.31866
OPR5	Equipped me on the requirements of the course	2.3668	.06925	1.17722
OPR6	Was adequate on the learning resources in the library	2.3772	.07964	1.35386
OPR7	Was adequate support services offered in the university	2.3460	.06805	1.15680

Source: Survey data (2018)

4.4 Test of Normality, Independence of Error Terms and Multicollinearity of Measures

The data was tested to determine whether the assumptions of ordinary least square (OLS) are met.

4.4.1 Test of Normality

Normal data is the one that is symmetrical, bell-shape, with the greatest frequency of scores in the middle and smaller distribution towards the extreme ends. Normality can be examined by using the values of skewness and kurtosis. While skewness has to do with symmetry, kurtosis indicates the extent to which the data is peak or flat (Tabachnick & Fidell, 2007). In order to determine whether the data was normally distributed, skewness statistic and kurtosis statistic were obtained for the variables of interest in this study, and were in the range .177 - .683 and -1.170 - -.688 respectively. According to Hair (2010), the requisite range for normally distributed data is between -1 and +1. All the values of skewness and kurtosis fell in the range -1.00 and +1.00 and it was

concluded that the distribution of data for the variables was normal. The results are summarized in Table 4.9.

Table 4.8: Normality Test Results

	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
LP	2.6332	1.30187	.683	.143	-1.170	.286
HSGP	2.6061	.90613	.446	.143	-.688	.286
PGS	2.7186	.89817	.299	.143	-.806	.286
PS	2.6396	.85928	.177	.143	-1.063	.286
OPR	2.6861	.89118	.376	.143	-.756	.286

Source: Survey data (2018)

4.4.2 Test of Independence of the Error Terms

Test of independence of the error terms was done using Durbin-Watson test. The test was used to test for the presence of serial correlation among the residuals. This assumption of independence of errors requires that the residuals or errors in prediction do not follow a particular pattern from case to case. The value of Durbin-Watson test statistic ranges from 0 to 4 as suggested by (Hair, 2010) the residuals are not correlated if the Durbin-Watson statistic is approximately 2 and the acceptable range is 1.5-2.50. The Durbin-Watson statistic for the estimated model 1 was 1.112. It was therefore concluded that there was independence of the error terms.

4.4.3 Multi-collinearity Diagnostics

Collinearity means that two or more of the independent/explanatory variables in a regression have a linear relationship. This causes a problem in the interpretation of the regression results. First, an examination of the correlation matrix of the independent variables was done. The presence of high

correlations in the region of $r=0.9$ and above is an indication of substantial collinearity (Field, 2009).

Secondly, collinearity could be due to the combination of two or more other independent variables. Multi-collinearity was assessed using Variance Inflation Factors (VIF) and tolerance. This was done through running a linear regression analysis in SPSS at a confidence level of 95% to determine collinearity diagnostics using model fit R squared change, estimates and residual Durbin-Watson. A threshold of Variance inflation factor of 10 and a tolerance value of between 0.1 and 10 is suggested by (Field, 2009). The variance inflation factor values for high school guidance, parental/guardian support, peer support and orientation program received are in the range of 1.841- 2.009. The results are presented in Table 4.9.

Table 4.9: Collinearity Statistic for variables

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	HSG	.25	1.841
	PGS	.27	1.852
	PS	.498	2.007
	OPR	.50	2.009

Source: survey data (2018)

4.5 Correlation Analysis of Study Variables

Pearson correlation analysis was used to examine the relationship between the variables (Wong & Hiew, 2005). The results are presented in Table 4.10. All the associated pairs of variables were significant at level 0.01 hence hypothesized relationships developed were found to be statistically significant at level $p < 0.01$. Level of preparedness and high school guidance had a positive significant relationship ($r=.670$, $p < 0.01$). Level of preparedness correlated with parental/guardian

support significantly and positively ($r=.638$, $p<.01$). There was a positive significant relationship between level of preparedness and peer support ($r=.740$, $p<.01$), while level of preparedness correlated with orientation program received significantly and positively ($r=.620$, $p<.01$). This means that none of the variables was dropped from the subsequent regression analysis. Below is correlation analysis table.

Table 4.10: Correlation Coefficients

	1	2	3	4	5
1. LP	1				
2. HSG	.670**	1			
3. PGS	.638**	.528**	1		
4. PS	.740**	.643**	.584**	1	
5. OPR	.620**	.512**	.990**	.584**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: survey data (2018)

4.6 Findings on the Relationship between PGS, HSG, PS, OPR and LP

The first hypothesis (H_{01}) stated that parental support has no statistically significant effect on students' preparedness for transition from secondary school to University. The results of the regression analysis suggested that parental support had a positive significant effect on level of first year students preparedness for transition ($\beta=.362$, $p<0.05$). Hence the null hypothesis (H_{01}) is not supported. The value of the F-statistic showed that the model was robust enough to be used to explain the relationship between the variables ($F=136.163$, $p<0.05$). The findings suggest that as the support offered by different stakeholders to first year students increases, the level of preparedness also increases. From the results ($p<0.05$), the model 1 is fit to show the relationship between IV and DV. The results are presented in Table 4.11.

For the second hypothesis (H_{02}) it stated that high school guidance program has no statistically significant effect on students' preparedness for transition from secondary school to University. Regression results indicated that high school guidance and career guidance had a positive significant effect on level of preparedness ($\beta = 1.180$, $p < 0.05$). Hence the null hypothesis (H_{02}) was rejected. The findings suggest that parental/ guardian support increases, so does the level of preparedness.

The third hypothesis, (H_{03}), stated that peer support has no statistically significant effect on students' preparedness for transition from secondary school to University. Regression results shown in Table 4.11 indicated that peer support had a positive significant effect on level of preparedness ($\beta = .659$, $p < 0.05$). This meant that peer support enhances students' preparedness for transition from secondary school to university.

The fourth and last direct effect hypothesis (H_{04}) stated that orientation program received has no statistically significant effect on students' preparedness for transition from secondary school to University.

Regression results indicated that orientation program received had a statistically significant negative effect on level of preparedness ($\beta = -.832$, $p < 0.05$). The multiple regression results for testing the four direct (H_{01} , H_{02} , H_{03} , and H_{04}) hypotheses are presented in Table 4.11 as model 1.

Table 4.11: Regression results

Model	1
	Level of preparedness
Constant	-1.024(.166)*
PGS	1.180(.360)*
HSGP	.362(.068)*
PS	.659(.075)*
OPR	-.832(.360)*
F-Statistic	136.163
R	.811 ^a
R ²	.657
Adj. R ²	.652
Durbin-Watson	1.112

Source: Survey data (2018)

Values of unstandardized regression coefficients, with standard errors in parenthesis while *p < 0.05 indicates the value is significant at 95%. The coefficient of determination value of $R^2 = .657$ means that 65.7% of the determinants of first year students preparedness for transition from secondary school to university can be explained by high school guidance (HSGP), parental/guardian support (PGS), peer support (PS), and orientation program received (OPR) combined.

According to the regression above and regression coefficient calculated, below is the model of the equation:

$$Y = -1.024 + .362\text{HSGP} + 1.180\text{PGS} + .659\text{PS} - .832\text{OPR}$$

Table 4.12: Summary of the Hypotheses Tests Results

Statements	Results
H ₀₁ Parental support has no significant effect on students' preparedness for transition from secondary school to University.	Rejected H ₀

- H₀₂ High school guidance program has no significant effect on students' preparedness Rejected H₀
for transition from secondary school to University.
- H₀₃ Peer support has no significant effect on students' preparedness Rejected H₀
for transition from secondary school to University.
- H₀₄ Orientation program received has no significant effect on students' preparedness for transition from secondary school to University Rejected H₀

4.7 Qualitative Data Analysis

This section covers the analysis of qualitative data that was generated from five (5) focused group discussions. Thematic analysis was used in this section whereby different themes were generated from the data according to the constructs being measured from the objectives. The findings from the quantitative analysis were used to substantiate qualitative findings for triangulation purposes. After the analysis, both quantitative and qualitative findings were converged for discussion and interpretation.

4.7.1 Overview of the Participants

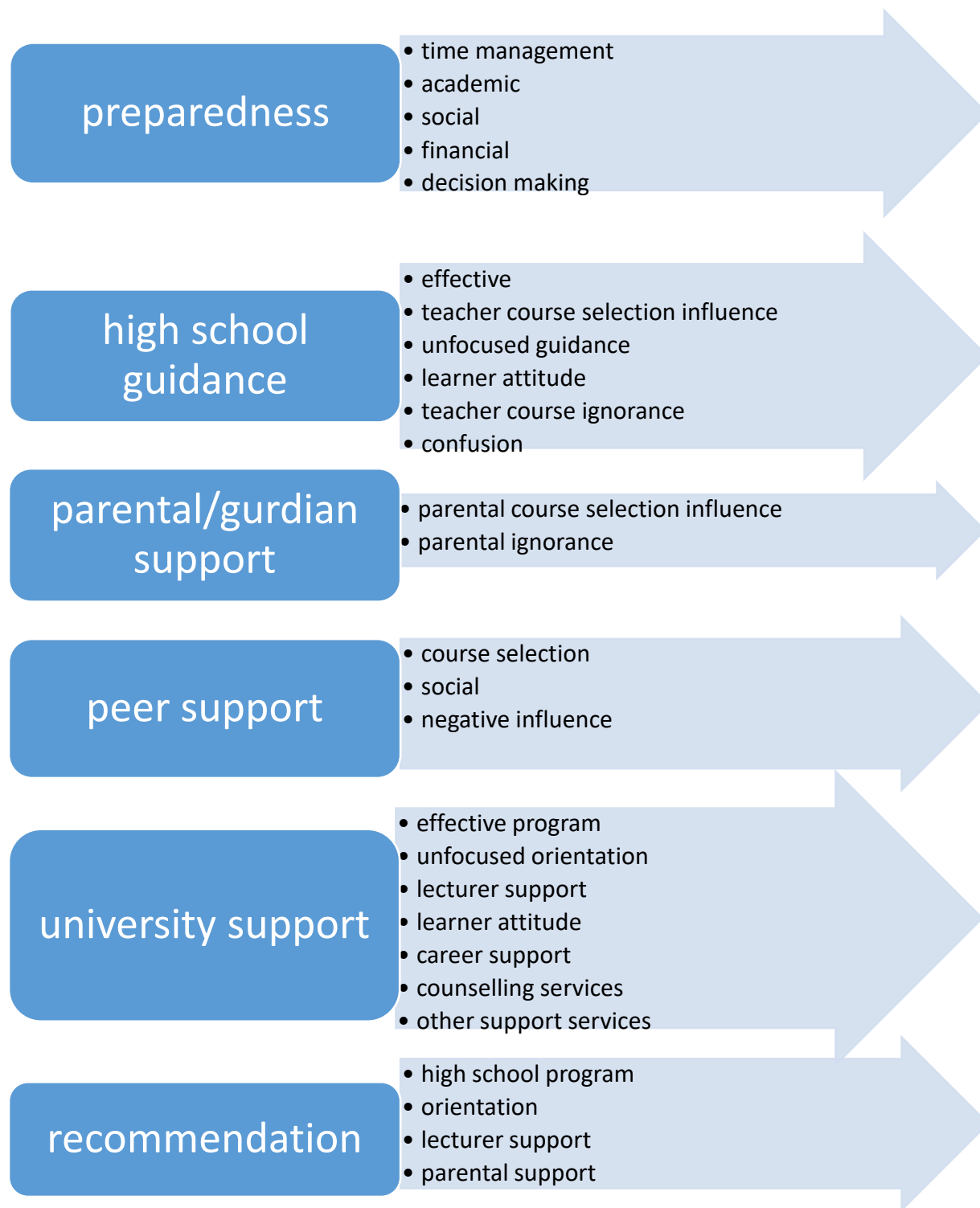
Focused group discussions were conducted with 50 respondents from all the schools in Moi University namely; education, arts and social sciences, information science, business and economics, biological and physical sciences, engineering, dentistry, law, medicine, public health, nursing and tourism. The respondents represented both male and female first year students who were on session at the time the study was being conducted.

When referring to quotes by individual respondents, codes as per the list below were used to identify them for the purposes of anonymity and confidentiality. Respondents were identified by letter (R) and numbers (1-10) because every group had ten (10) respondents. There were five (5) focused groups identified by letters (FG) and numbers (1-5) to represent the five (5) focused groups. The findings were presented by referring to the respondents as per the designated letters and numbers for various focused groups. For example: FG1R1: Focused group 1, respondent 1 in the discussion.

4.7.2 Themes and subthemes identified

After data transcription, coding and categorizing, the following themes were identified; preparedness, high school guidance, parental/guardian support, peer support, university support and recommendations. Some of the categories or sub-themes that came up under preparedness include time management, academic, social, financial and decision making. Moreover, teacher course selection influence, unfocused programs, learner attitude, teacher course ignorance, confusion and career mentorship were subthemes that formed high school guidance theme. Theme of Parental/guardian support was formed from only three sub-themes that includes course selection, social and negative influence. Furthermore, university support emanated from learner attitude, counselling services, career support, lecturer support, unfocused orientation, effective support and other support services. The last theme that was identified was recommendation that was categorized into high school program, orientation, lecturer support and parental support. Chart 4.1 below shows a summary of themes and sub-themes identified.

Chart 4.1: qualitative themes and sub-themes



4.8 DISCUSSION AND INTERPRETATION

4.8.1 Level of preparedness

The overall mean on the level of preparedness was low meaning that the majority of first year students were not well prepared to transit from secondary school to university. This was similar to the findings from focused group discussions. The findings above agree with a study conducted in China on the experiences of first year students in universities, where the findings indicated that many students felt that they were not adequately prepared for University transition (Hodgson et al., 2011; Krause & Coates, 2008).

In addition to this, from the regression analysis above, only 65.7% of level of preparedness for transition among first year students is determined by the four constructs that were used (high school guidance, parental/ guardian support, peer support and orientation program). This means that as much as the level of first year students' preparedness for transition to university is not only determined by the four constructs, they play a major role in the transition journey. The findings concur with Venezia et al. (2017), who found that students who had not been supported by parents, teachers and members of the public before the transition were found to perform poorly in the texts provided.

From the items used to measure the levels of preparedness, the majority of the students proved not to be comfortable with the courses they were admitted to pursue at the university hence posting a very low mean. A similar response was revealed among the students who participated in focused group discussion where the majority of the students stated that they were not comfortable with the courses admitted and that they were not well informed about courses they selected. Some of the respondents said the following:

“Aahh.... I wouldn’t say that I was prepared on what I’m doing now....to start with law wasn’t something have ever thought of or even passionate about even for the last ten years, I just found myself in law and therefore I have no option but getting used to it and do everything that I’m demanded to do.”(FG1R6/L32-34/P.9-10)

“Ok to me I was not that prepared I knew being in school of arts will take me to be taking the same courses with my colleagues in the school of education.”(FG3R4/L31-32/P.3)

“Personally I didn’t have any idea about penology and security studies so sometime even explaining to my relatives what I was going to do I was very green.” (FG4R1/L7-8/P.9).

“Okey me I was not informed, I had difficult in selecting the course so I was going through all the programs checking the one that can fit me. So I wasn’t informed at all I thought it’s a good course because of the name but it was not like I expected.” (FG2R3/L15-17/P.5).

This concurs with a study conducted in Tanzania on students’ preparedness from post- secondary to higher learning and the world of work. The study found that the majority of secondary school leavers were not fully prepared in terms of the provision of information about universities and career choices as well. There was a gap between the expectations of the university and the knowledge first year students were found to possess in terms of their courses and prospective careers (Kalimasi & Chisalala, 2016).

Although a majority of the respondents claimed not to be prepared for course selection, a few stated that they were well prepared by their secondary school teachers for course selection. Below are some of the respondents:

“I was prepared for my course I wanted, I consulted with my career master as we were selecting, and he advised me and what jobs I can get.” (FG2R7/L13-14/P.6)

“I was prepared for what I was coming to do but I was not expecting to do such a course.” (FG3R5/L2-3/P.4)

From the findings of the current study, both male and female students possess similar levels of preparedness unlike in Cook’s (2014) study where he found that female students were more prepared than their male counterparts. Wangeri et al., (2012) are also in support of the current study that both male and female first year students have similar levels of preparedness for transition to university.

4.8.1.1 Time management

From the current study, a majority of the students indicated that they were not able to balance their leisure and study time hence posting a very low mean. The findings from focused group discussions were not different where the majority of students who participated in the discussion confessed that they had a problem managing their time, since they had a lot of free time at university. Some of the respondents said the following:

“There is just enough free time for yourself and the things you love to do but then there is excess.” (FG1R9/L20-21/P.8)

“Majority of the first year student normally they have a lot of wasting time.”

(FG3R8/L29/P.12)

Other students claimed that they were not able to manage their time at the university because in high school there were bells and teachers that guided them on what to do.

“We had bells in high school, we had teachers telling us what to do, we had morning prep, and then I’m here being told that I’m support to be in class by eight a.m., and there is no morning prep, there is no bell. I can’t make it.” (FG1R1/L23-25P.17)

This disagrees with a study conducted in Tunisia among first year English students at the Institute of Languages, whose results found that the students were able to manage their time properly and also eager to learn (Amri,2014).

4.8.1.2 Academic readiness

A number of students who participated in filling out the questionnaires proved to have a challenge in doing assignments independently. This was also replicated by participants of focused group discussions, though a few of them claimed that during their free time they conducted research on the assignments given. Some of the respondents said the following:

“I used to work under some rules this time, you need to do this then when you come to the university there is no rule.”(FG3R6/L30-31/P.13)..... “But here in the university no one is interested even my friend can’t ask me whether I have done my assignment sometime I even end up not collecting my assignment because I have nobody to push me.”(FG3R6/L.33-35/P.13)

Other respondents in the focused groups confessed that the majority of them do not do assignments but instead, wait for a few of their peers to complete them, then copy them.

“A few student do assignment but the rest could take from them so a few do for the others it is called degree ni ya harambee (its combined effort) .But majority do copy paste only a few attempt.”(FG3R8/L4-5/P.15)

Majority of first year students were found not able to manage their time hence affecting their academic work. They reported that they were not able to read on their own especially conducting research in the library.

4.8.1.3 Social skills

From the questionnaires, respondents seemed to have no problem in relating and communicating with other students. This was indicated by a very high mean that was posted. On the other hand, the findings from focused group discussions seemed not to agree since the majority of respondents stated that they are not able to interact with other students because of various reasons.

“It becomes difficult to interact with others because most of us comes from different backgrounds.” (FG3R6/L37-38/P.10)

“You find a roommate from a rich background and you are from a poor background you find it difficult interacting with them because most of the times things that he does are beyond your reach.” (FG3R2/L14-16/P.10)

“Another problem for the interaction between students you find that students are drug addict so to cope up with them is a problem.”(FG3R8/L31-32/P.9)

A study conducted in Kenyatta university on the challenges facing first year students' transition reported similar findings to the above in that the majority of the students surveyed were not compatible with their roommates and also had social problems in their current environment (Wangeri et al., 2012). The majority were found willing to change their roommates, which is not different from the report of the current study.

In terms of the group of first year students with social skills inadequacy, the current study disagrees with Wangeri et al.(2012); Sadowski et al.(2017), that the majority of first year students from rural areas were found to have inadequate social skills as compared to those from urban areas. From the findings of the current study, first year students from rural and urban areas possess similar social skills apart from the language command. This was evident during focus group discussions, where the students that live in urban areas seemed to be composed in their language than those from rural areas. In some cases, those from rural areas were not willing to contribute to the discussion for fear of being laughed by others because they could not speak in fluent English. These findings are similar to Cabrera et al.(2006) that students from urban secondary schools who are believed to come from well up families have good language command compared to those from rural secondary schools.

Furthermore, some students stated that they were not able to understand the flow of information at the university in relation to class attendance and therefore they ended up missing some classes. Some claimed that the mode of communication used at the university was so poor, since some of their phones could not access the internet.

“The only challenge I experience is that most of the times classes are posted on the group if you don’t have a whatsapp you will not be able to know if there is a class or someone to tell whether there is class.”(FG3R10/L9-11/14)

Amri (2014) reported similar findings when he conducted a study on high school transition to university among first year English students at the Institute of Languages in Tunis. The study reported that the students were unable to understand the flow of information in the university hence were not informed of important happenings.

From the findings presented above on preparedness, it can be concluded that first year students have different levels of preparedness depending on various factors like economic background, family background and even availability of mentors before and after joining university. Social skills seemed to have least level of preparedness among majority of students hence not able to cope with university environment. This in turn contributes to academic preparedness.

4.8.2 Parental/guardian support

From the statistics of the quantitative analysis, the majority of first year students consulted their parents and guardians for advice, but they did not receive full support. This was depicted by a very high mean posted by the item. All the items used to measure parental support had very high means, apart from the one where the majority of parents were not able to provide all the needs to their learners to enhance a smooth transition to university, hence affecting their ability to settle down at university. The results of the regression analysis also suggested that parental support had a positive statistical significant effect on the level of first year students’ preparedness for transition. This means that as the level of parental/guardian support increases, the level of preparedness also increases.

The above findings were also reflected in the focus group discussions. The respondents reported that they consulted their parents and guardians for direction on course selection and in other sectors in life. From the discussion, it was evident that the majority of parents and guardians provided full support to their students on transition to university. As much as parents and guardians supported their children, some of the students were not happy by the fact that they influenced their career choices without considering their interests first.

“I wanted to be an English teacher. So my parents said no no no! But you can still do law.so when I learnt that law is a prestigious course and that my parent is ready to pay my law fees. So I won’t say that I was well prepared.” (FG1R2/L11-13/P.9)

“Concerning what she has said, about parents push their children to do certain courses like in my example, my father did computer engineering and my mother did pharmacy so I come from nowhere and I tell them I want to do music, they are like you like where did you come from?” (FG1R9/L26-29/P.10)

“my parents wanted me to do a course on aaaa....on health like medicine, public health, nursing because in our family there is no one who has done a course in health on medicine..... But what saved me is that I had not done biology in high school.” (FG1R4/L1-4/P.11)

Another student reported that she had already started a different course by the time she was being admitted to university as a result of the influence by relatives who were in the same field. As a result of this, the student became confused, since she did not want to annoy her parents. This results in some students changing courses at university, hence taking longer to complete their programs of study. This view is succinctly summed up as follows:

“when I was being admitted to do law I had already enrolled at USIU for pharmacy, and already confused by relative phamarsists that oh pharmacy is good so I think it’s good for parents to let their child do what they want and comfortable with.”
(FG1R4/L29- 32/P.9)

“There are students who are in certain career choices. Your parents thinks being a lawyer is good for you, being a doctor is the best for you, being a pilot is actually the best for you. You know they actually forget that this child has preferences in life so that when they come to university, they are hit by the wave that this is not where I belong and therefore they become confused. So many of my friends have changed from what their parents started them to do and they started another course.”(FG1R8/L16-21/P.10)

The findings of this study concur with the findings from a study conducted in Australia among Melbourne secondary schools students, that found that the majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the Universities hence they mislead the students when it comes to career choice (Abramson et al., 2000; McCarthy & Kuh,2006).

On the other hand the findings arising from the current study, disagree with the findings of Moore et al., (2010) in a study conducted on transition, among university students in context using a case of Gusii students of southwestern Kenya. The study found that the majority of students who came from middle class families were fully prepared to join university, which is contrary to the findings of the current study.

Some respondents stated that their parents and guardians did not prepare them to be responsible in performing household chores, since everything was being done for them by parents and teachers. As a result, they were not able to cook and wash utensils for themselves hence buying junk food. One of the students expressed this view point as follows:

“I would like to outline is that I have a problem in washing utensils..... When I’m in holiday my parent washes utensils for me.”(FG1R9/L-4/P.19)

“After eating now there is this problem of washing utensils.so we go and buy fast food.”(FG1R10/L8-9/P.19)

Majority of parents were found willing to support their children to transit successfully to university. However, the highest percentage are ignorant of what university courses entails and how they can support them to transit without influencing their course selection. From the findings, the majority of first year students end up selecting courses according to their parent’s preferences hence not performing well or others transfer to other faculties. Responsibility was another challenge among first year students where from quantitative statistics, the majority of first year students consulted their parents and guardians in making decisions hence not able to think on their own. This was found to encourage laziness to an extent that they cannot do house duties.

4.8.3 High school guidance program

From the statistical mean calculated, the majority of first year students seemed not to be adequately prepared by their secondary school teachers for university courses. This was evident from the low mean and statistical standard deviation posted by the item. Other items that were used to measure high school proved to be effective, hence posting a very high mean and standard deviation.

Regression results indicated that high school guidance had a positive statistical significant effect on level of preparedness. These findings were replicated among the respondents of the different focus groups. Some of the respondents stated the following:

“In my school we never had a good career choices we we’re not taught on how we should go and choose your courses.”(FG3R4/L22-23/P.1)

“Personally I was not informed because I thought the course am going to pursue was maths oriented and then here comes the case the first two lectures is history and I personally I hated history since back in high school.”(FG3R2/L22-24/P.3).

“when I was applying for my courses was not well informed about the courses you know for the high school student you have passed well so you feel you are the giant now you go online and find courses with big names the names sound sweet so you say I can fit there let me try.” (FG5R5/L6-9P.7)

Other students confessed that they were very confused with the courses that they attended at the university due to a lack of proper guidance from secondary school.

“For me I didn’t know even the course I was to select. Even I didn’t know about clusters. In fact I was reading the course I was just reading the name.”(FG2R9/L11-12/P.2).....“I even ended up choosing a course that had low cluster points.”(FG2R9/L14/P.2)

“Aahh... I was called to be a musician, but I ended up in law... (all laughed)....I was not informed at all about my course selection, I started researching about law when I bonded a mat from Nairobi to Eldoret, easy coach to report.”(FG1R7/L3- 5/P.10)

“Law dint ring in my mind but people started telling me you are very talkative you can do law or something like journalism but sometimes..... at last I decided to do computer engineering so I did computer engineering for like three months but latter I realized this is not where I belong coz I could be busy discussing politics when are very busy trying to integrate with computers and me I’m busy with politics especially because it was electioneering period, then people could ask me, are you really in the right course?”(FG1R2/L2-8/P.9)

The above findings concur with that of Kalimasi and Chasilala (2016), who conducted a study in Tanzania on students’ preparedness from post- secondary to higher education and the world of work. The study found that the majority of secondary school leavers were not provided with adequate information relating to universities and career choices as well. This was also not different from the report of a study conducted at the University of Ulster on the preparedness of first year students for transition to University (Cook, 2014). The study indicated that 17 % of the first year students were not aware of course selection in the first year and only 14% were acquainted with the choices that could be made. In the same study, 18% were found to be completely oblivious to how these choices were assessed, 26% were not aware of whether the courses involved selection. Similarly, in a study conducted in the US the findings showed that of the 2.2million first year students, between 25 and 30 % change their courses when they reach the second semester of their first and the first semester of their second year (Rausch & Hamilton, 2006).

One of the respondents stated that in their secondary school, teachers were guiding them on courses according to their preference without considering the students’ needs, while others were not conversant with the current courses that universities offered hence misguiding the students.

“you find that when you are being counseled on what career to take the teacher was counselling you according to the job opportunities available and not according to your passion that you are going to do.”(FG3R5/L28-30/P.1)

“In career development, you find that somebody is coming she or he is specializing on law so when he comes he will talk about law, medicine but they are some of the things like my course I knew it when I was coming to Moi university. I didn't know if it actually exist.”(FG4R3/L35-36/P.1)

“Some teachers were giving us courses which were not offered on campus.”(FG3R3/line14pg1).....“Some teachers wanted us to do some specific courses which they saw best for us which were not inclined with what we wanted to do.”(FG3R3/L15-16/P.1)

The findings of this study concur with a study conducted in Australia among Melbourne secondary schools students, that found that the majority of secondary school teachers, especially career teachers and parents know very little about the courses being offered in the Universities hence they mislead the students when it comes to career choice (Abramson et al., 2000); McCarthy & Kuh,2006).

Furthermore, some students said that guidance and counselling in secondary school was not effective, since most of the issues discussed were about life in secondary school, with limited reference to focusing on university life. In some secondary schools, some respondents reported that they did not have a department of Guidance and Career Development, hence they were not prepared for university transition.

“They handle high school issues, they tell you do not do drugs and study a lot, but they do not prepare you for future.”(FG1R2/L20-21/P.1)

“About career development, we were just told to read for exam and get an A you go to campus but we were not told about the bad things in campus.”(FG5R1/L9-11/P.1)

“It’s a failing department in as much as or when you consider preparedness levels in transition to university.”(FG1R2/L 22-23/P.1)

“Some high schools aaah...back in the village do not even have a department for guidance and counselling.”(FG1R1/L5-6/P.1)

Hodgson et al. (2011) found similar results in a study conducted in China on the experiences of first year students in the Universities. Among other findings was that the assessment in secondary school was about getting a good grade to attend University and not a focus on individual growth. This was not any different from a study conducted in Malawi, where secondary school teachers were found to have forgotten their roles in preparing students for transition and were now focusing on students passing exams (Zozie & Kayira, 2012).

In as much as the Department of Counselling in school was not effective in preparing the students for transition, some of the students also confessed that they had negative attitudes towards counseling, hence they did not attend the sessions, while others sleep during the sessions of sleeping. From this therefore, students’ attitudes matter a lot when it comes to the preparation for the transition to any stage in life, or even in education.

“in high school when most talks are about to happen, that is the time people are planning to go sleep during the talk coz that is what used to happen like you find people

carrying jackets and sweaters when when the whole time people are talking they haven't focused on that coz they term it as a boring thing.”(FG1R3/L32- 35/P.1)

“Personally I was not that into talks.”(FG1R1/L.12/P.1)

Contrary to the above discussion, some respondents reported that guidance programs in their respective secondary schools were effective in preparing them to university transition especially in the area of career development. One of the students reported that they had job shadows in their secondary school, during which they would be taken to different fields for experience before selecting university courses.

“Okay on the career point, I think our school was effective. So we had master, we had a career day, it was part of the term dates. The career master would organize people from KU the big big universities, they would come and give us a talk, and by the time we were choosing our courses, I think we were well prepared.”(FG2R2/L33-36/P.2)

“I was prepared for my course I wanted, I consulted with my career master as we were selecting, and he advised me and what jobs I can get.”(FG2R7/L13-14/P.6)

“According to me the guidance and counselling was very effective because we find that on my previous high school they taught us about those moral values on how to socialize with people from different communities but not on career guidance.”(FG5R6/L6-8/L.2)

“In my high school we actually went for job shadows so that you are able to be acquainted with what you wanted to do.”(FG1R5/L13-14/P.2)

The findings on the preparation given through secondary school guidance programs on transition to university shows that there is a gap between the two stages. A majority of the secondary school guidance programs seems to have concentrated on secondary school issues at the expense of preparing students to successfully transit to university. Some of the teachers were reported to lack information about different courses offered at the university while others forced students to select courses of their own interest without putting the needs of the learner first. On the same finding, a majority of first year students expressed lack of knowledge about cluster points hence facing challenges during university course selection.

4.8.4 Peer support

Descriptive statistic revealed that the majority of first year students consulted continuing senior students for guidance in transition to university. This item posted the highest mean of the items that were used to measure peer support. On the same statistics, the majority of first year students seemed to have faced challenges in adjusting to new friends at the university, which led to loneliness among them. This was supported by the statement that the majority of respondents proved not to be comfortable relating to other students, but they gave their reasons why they were not comfortable. The two items posted the lowest mean respectively under descriptive statistics. Similarly, in regression analysis, it was found that there was a positive statistical significant effect of peer support on students' level of preparedness. Peer support enhances students' preparedness for transition from secondary school to university. The findings were similar to Kalimasi and Chasilala (2016) who alludes that a majority of first year students consult their peers in university course selection.

Furthermore, the above findings were not different from the findings arising from the focus group discussions. The majority of the students stated that they had consultations with their peers especially the continuing students. They prepared them for transition to university, especially academically and socially. The findings concur with Moore et al., (2010) who conducted a study on transition, among university students in context using a case of Gusii students of southwestern Kenya. The study found that those students who had siblings who had attended university, were found to be aware of university expectations and those from families with no siblings at the university were willing to learn more about the university hence working harder to be admitted. One of the students highlighted this viewpoint as follows:

“It was just on the personal basis where by being that I had a friend that was here before so that friend of mine was the one who helped me on course selection.”(FG3R8/L35-36/P.6)

“Most of us are not informed and majority of us learn from peers.”(FG3R8/L/19/P.8)

One challenging part that seemed to be replicated by the respondents relating to their peers is the negative peer influence especially on their social life, both by fellow first years and continuing students. Some of the information provided to them by their peers about the university, not helping them much but instead, giving them false expectations and hopes about the university leading them to feel frustrated on arrival. This view point is indicated by the following students:

“From high school people from university come and hype you up about campus life like you can’t miss this and they do not tell anything about importance of studying in the university they tell like imagine having all the freedom in this world and life

away from parents you know. So you are eager for that life without parents so when you come here you just want to live a reality.” (FG1R7/L8-12/P.8)

“I had too much expectation in campus from the story you have heard that campus is like 7th heaven but then reaching in campus I found something totally different.”(FG3R5/L23-25/P.13)

“many people are misinformed when we come to campus as like as your friend will come and tell you there is freedom in the university there is a lot of time na ukienda (and when you go to) university usijifungie (don’t be strict to yourself) you must socialize with people there is a lot of time a person will come and tell just go and see how people do in clubbing freshers night.” (FG4R9/L19-23/P.7)

The above report agrees with Cook (2014), that some students have the notion that a University is a holiday camp, where people are not expected to work hard and others have the expectation of having freedom for different social activities away from their guardians, hence affecting the successful transition to University.

Other respondents confessed that as a result of interaction with their peers, they were led to engage in bad behaviour, expressed as follows:

“Other students are influential like my roommate likes ladies, so every time he comes with ladies and they romance when you are seeing there so you also have that feeling that you do the same.”(FG3R4 /line22-24/10)

“You might find that majority of the friends are drinking, you because you have relationship with them you opt to joining that team of drinking hence you continue drinking.”(FG4R7/L12-14/P.18)

“On that the major challenge generally there is peer pressure may be your friend you stay with him in a room luckily he is involved in a relationship you see the kind of life with the lady so you see the life so interesting and you try get into it.”(FG5R7/L12-14/P.14)

“Some student they have peer pressure like if you see some girls with some expensive clothes you also feel you should also wear if you are from a poor background you want to have some boyfriend that can provide.”(FG3R8/L 9-11/P.15)

One of the respondents said that academically, he was influenced by his peers negatively to copy exams so that he could perform as well as they did.

“During exam most student use their phones to copy the exam so I used to feel like to do the same they will get the first class second class I should also copy during exam.”(FG3R5/L33-35/P.14)

In relation to the above, another respondent stated that she was discouraged from pursuing the course she wanted by the continuing students.

“I liked to do education but when I ask some advices from those who were ahead of me they discouraged me.”(FG5R8/L24-25/P.7)

The largest percentage of first year students consult their peers in making various decisions during their transition to university. From the results, there is intensive negative peer pressure from the peers especially on social life among first year students. As a result, they interfere with their academic transition hence affecting their careers. Some first year students were also found frustrated with their university expectations that were not met.

4.8.5 Orientation program received at university

The overall mean for the items used to measure the university orientation program, was the lowest among the constructs measured in the study. The majority of students seemed not to have been supported by the university orientation in understanding their career paths. This was the same with the orientation provided on the support services available at the university, because it also posted a very low mean. Consequently, the orientation program received, did not prepare the majority of students on the requirements of courses they were admitted to pursue. Contrary to the above statistics, the majority of students seemed contented with the orientation provided on spiritual growth, since it scored the highest mean.

In general, from the descriptive statistics calculated, the majority of first year students who participated in filling out questionnaires were of the opinion that the orientation program received at the university was not effective in preparing them for university life. This was in terms of academics preparation, social life and time management. Regression results indicated that the orientation program received had a negative significant effect on level of preparedness. This means that the current orientation being offered to first year students is not preparing them for transition to university.

Similar findings were found among the students who participated in the focus group interviews. A group of respondents said that there was overcrowding in the hall where orientation was done and that it did not help them in terms of their career. Some of the respondents said the following:

“For me, I knew a little bit about my course I consulted before choosing the courses but I thought the orientation will help me understand little bit about my courses but unaenda (you go) there so many people in the hall wengine wanalala (others are sleeping), others are talking, you cannot even hear what they are saying. It was not effective and then they were not even talking about our course so unajua (you know) about your course as you continue with the course itself.” (FG2R5/L- 32/P.5)

“I think the orientation program was so poor, like it was so crowded, students from all schools together and if it’s like school of business, they talk about it in general, they don’t talk about the specific courses.” (FG2R1/L 18-20/P.6)

“I attended two orientations, the one by the vice chancellor and the one for the purely school for education that one was like an introduction not orientation the things we were given as orientation were introduction like Moi is like this not being told that this is what is offered so most part for orientation for me was introduction.” (FG3R1/L30-33/P.4)

“Orientation dint help student to understand better on what they are coming to partake in the university.” (FG3R7/L19-20/P.5)

Even the student leaders did not help students during orientation, instead they focused on their positions and part of social life.

“the students council come, they dint actually help, they told us how we should call them when we get arrested in town in clubs to get us out, how we are a prestigious course, bragging about their positions, how they got it, they didn’t help us in any way about catching up with the university life, the real about what to expect in campus and they tell us you know you will survive.”(FG1R6/L 6-10/P.12)

In terms of orientation on support services available at the university, the majority of respondents stated that it was not adequately done, and even the ones they were introduced to were not keen in offering them the support they need. They expressed their views as follows:

“For the support services we were not well informed about them because we even find, because as in in general the student they even don’t know some of them, they are inactive.”(FG3R1/L11-12/P.7)

“Some of these support services are not active, and majority of them I don’t know where the offices are.”(FG3R4/L33-35/P.7)

“Waaah! We even don’t know the support services available at the university. All laughed.” (FG1R1/L32/P.13)

Another group of respondents stated that even the support offices they were introduced to were not effective in facilitating their settling down at the university. Their views were as follows:

“There is a guidance and counseling office that is always locked, and the counsellor does not pick call or reply text.”(FG1R3/L1/P.14)

“The career department you find that whenever you go there for consultation the office is always locked.”(FG3R1/L16-17/P.7)

“Career office should be very active we were just oriented about that but we have never seen it helping us in any way. The office is most of the time locked.”(FG5R8/L24-25/P.9)

“Ok another concern I would like to make it is about the interaction between the administrators, supporting staff and students, you find it is difficult because majority of them they are always never there, so you interacting with them is very difficult because anytime you go to the office you find it locked.”(FG3R3/IL31-34/P.11)

One of the respondents said that as a result of support services not being effective, female first year students were not sure who to report to when they faced harassment from male lecturers, hence they found themselves keeping quiet not reporting their challenging experiences. One student expressed this concern as follows:

“But most like likely for example if a lecturer is persuading you like black mails you like if you don’t do this and this for me like your grades are going to be affected.....like who do you run to ? is it this counsellor who is never available for students and never picks up the call or you discuss with a lecturer who will probably go and discuss with the lecturer in question? And then they will just all affect your grades. You get like there no one to run to?”(FG1 R3/L6-10/P.17)

The above findings are in line with a study conducted in Tanzania on students’ preparation from post-secondary to higher education and working life (Kalimasi & Chasilala, 2016). It was reported that the majority of universities provide insufficient information; they take orientation as “one shot” especially public universities. They also use media to advertise about the courses only during the intake, but not throughout the year. Another challenge that was found among university staff in

charge of first year students was that they either attended orientation sessions briefly or did not attend at all or they came unprepared to provide information required by first year students, hence confusing them. Similar findings were reported from a study conducted in Malawi (Zozie & Kayira, 2012).

4.8.5.1 Lecturers' orientation

The majority of students felt that they were not adequately assisted by lecturers during the orientation program. Even when they commenced lectures, it was the same experience where the majority of lecturers did not support students to understand the course they were pursuing. One student summed up this view as follows:

“When the lecturers came and they sat in front they introduced themselves, they came and put on a fake face. Some of them put a very serious face, and they instill some fear in you, some put on a smile and telling how you will have an engaging lesson, you can consult me, but when the lessons starts they are very serious and they are not even engaging at all, very boring, does not ask any questions, he is just there, smiling when you don't know anything, and then goes and comes back kesho (tomorrow) come with a different perspective.”(FG1R8/L18-24/P.12)

In terms of lecturers' availability for consultation by students, the majority of students reported that many lecturers were not available for consultation. They went ahead and said that even their environment created by lecturers was not conducive for consultation which they expressed as follows:

“There is a very big gap because the lecturer only appears at the time when he or she is coming to lecture but for high school the teacher was around all through.”(FG3R9/L10-11/P.2)

“The lecturer has not created that environment where every student can approach them. So most students think like they are above so they have that fear I won’t talk to them right they don’t see them as normal h/being they see them as very superior.... So most of the students have that fear within them.”(FG1R2/L29-32/P.4)

“You wouldn’t come to class, you are so serious, you are just academics we are learning only and expect me to approach you you know, there is no that warmth you know, that environment is not there is not there they have created a very professional.”(FG1R3/L35-38/P.4)

“Me I think the lecturers are not available for students coz most of the time, unawaonanga tu time ya class (you only see them during the lecturers) then after that they are gone. hatakama uko na shida you want to see he lecturer you won’t find him, because alikuja tu class akafunza akatoka akaenda (even if you have a problem and you want to see a lecturer you can’t find them because they teach and go).”(FG2R3/L3-7/P.3)

Other respondents claimed that some lecturers did not want to ask them question in class, while others gave students their room numbers where they could consult them, but they never available.

These views were expressed by students as follows:

“According to me they are not available for consultation because most of the times even when I want to consult and I knew the office of the that lecturer so after going to his office he was not around I went the next day and the next day he was having a class so after class

I saw the lecturer jumping in his saloon car so am just saying they are not available.”(FG4R1/L5-8/P.3)

“The lecturers are very serious when they come to class so a times it becomes so difficult to go for these consultations.” (FG1R1/L19-20/P.4)

“For me, I can say that the lectures are not available coz even in class you find that some lectures don’t want to be asked questions. Like even in first first lecturers would come to class and tell you ujue mimi nimesoma kukuliko (know that I’m more learned than you) so you can’t ask me questions.”(FG2R8/L32-35/P.3)

“I don’t think they are really available for consultation because some of them will tell us, if you want to find me come this place, but then when you go there you won’t find them, you get the door locked or you get someone else.”(FG2R10/L22-24/P.4)

“Anytime you go to the office you find it locked.”(FG3R4/L1-34/P.11)

Contrary to the above discussion on the orientation program received by first year students, a few students stated that they were assisted by the program. Others also felt that some lecturers were available for consultation by students, but this was however a smaller percentage.

“For me the orientation was very effective because they told us the requirement needed to do like what time you are supposed to attend classes you should not miss cats.line1-2pg5). “On the library part we were all oriented those guys who are working in the library they taught us what is in the library and it was effective.”(FG3R4/L25-28/P.14)

“We have another lecturer who is always available for consultation. I think they are only a few lecturers that are always available for consultation, like 2 percent of lecturers are available for consultation.”(FG2R7/L25-29/3).

Orientation program received at the university by first year students was not helpful to them both by the administration and the lecturers. The majority of first year students seem not contented with the kind of information given during orientation in helping them to transit and settle ready, to learn at the university. The support offices were not accessible to them since on numerous occasion they are locked. The lecturers on the other hand, were not available for consultation by students hence making their life difficult at the university. Moreover, some students confessed that they were not aware of the support services available at the university due to poor orientation. Some female students also seemed to be facing challenges with their male lecturers but they do not have someone to share their problem with, hence ending up as victims.

4.8.6 Students’ recommendations

Below are some of the recommendations proposed by first year students to support them in preparedness for transition to university;

The majority viewpoint was that schools needed to be creative in their school guidance programs. An analysis of the students’ focus groups revealed that many students would like a program that was in line with the current generation’s learning style that focus on interactive learning using digital media, to avoid boredom. These views are expressed as follows:

“If it’s to work, then we have to be so creative in our systems in our g/c departments, you know we could involve the use of videos or something, something that a normal highschooler would enjoy.”(FG1R2/L26-29/P.1)

“For example if music festivals were asked to incorporate campus life as part of the theme in a particular year, then students would learn from that.”(FG1R10/L24- 25/P.3)

Others recommended that there should be general secondary guidance for all secondary schools in Kenya and that this preparation should not only be done among form four, but instead should start from form one.

“The government should be involved and we should find way as in which it can be generalized for each and every high school schools coz we come from different high schools we don’t find like one high going to one university.”(FG1R6/L25-27/P.2)

“Let this issue of transition not just be a matter of form four let us just it from the very beginning in form one.”(FG1R8/L7-8/P.3)

With reference to the university orientation program, the analysis of students’ focus groups revealed that the majority of students were in favor of the following proposals:

“orientation programs should not be conducted by lecturers .they do not stay in school, they are hardly in school , they don’t associate with what we go through, so if they could get professionals to conduct these orientation progarmmes, it would really be beneficial to first years who come during those early moments.”(FG1R9/L3-6/P.13)

“Orientation should have example of refreshment most people love it now if you entice some people for orientation to come that there will be something small they will come I think that can work.”(FG4R10/L13-15/P.11)

“I would suggest next they do it as per the school and also department so that students can be in a position to ask their question.”(FG2R1/L21-22/P.6)

“The university should ensure that if they are aware that they are still admitting student they should wait until that time they ensure all student have been admitted where they can carry the orientation or they can decide to do it 1 month after the actual admission.”(FG5R9/L6-9/P.15)

“The orientation as much as it was done in a one place that we all be brought together to share I think it should be something done on a regular basis not just once.”(FG3R4/L14- 16/P.6)

Similar findings were proposed in a study conducted in Malawi, that there be follow-up activities after the orientation and that orientation be prolonged to even two weeks after reporting (Zozie & Kayira, 2012). The same study proposed that there should also be special programs for the students who do not attend, especially because of genuine reasons like late reporting due to some challenges, which are lacking in universities.

Relating to the lecturers attitudes, the majority of students proposed that they build rapport with the students so that interpersonal relationship between lecturers and students could improve. These views were expressed as follows:

“I think our lecturers what they just need to do is start creating rapport with the students.”(FG1R8/L3/P.6)

Furthermore, it was proposed that parents should support their children in transiting from secondary school to university without interfering with their career choices.

“Parents should let their children be who they want.”(FG1R9/L31/P.10)

“Parents should be advised on on how to guide their children on course selection.”(FG1R6/L7/P.11)

It is evident that a majority of first year students were not contented with the support given to them by different stakeholders. This is especially high school guidance programs and orientation program received at the university having given many recommendations on them.

4.9 Discussion of key issues

The findings emerging from the study, indicate that although the four determinants of first year students’ level of preparedness for transition were being provided, little was done in some areas. More needs to be done to enhance a successful transition of first year students from secondary school to university.

According to the regression analysis above, first year students’ preparedness for transition from secondary school to university is not only determined by the four constructs measured above (secondary school guidance, parental support, peer support and orientation program received), there are also other factors that play a role in the transition process, but the most important determinants according to the study are the four measured above, since they cover a very high percentage of preparedness.

From the above data presentation, all the null hypotheses were rejected and instead alternative hypotheses upheld. This therefore means that the four constructs (school guidance, peer support, parental/ guardian support and orientation program received) are useful in measuring levels of preparedness among first year students, since they all had a significant effect on level of preparedness.

Although students were prepared on time management, the majority of students still seemed to have a problem with managing their time at the university. This was evidenced by the narratives they gave during the discussions on how they used their free time. The majority said they used their free time to visit friends, for clubbing, sleeping and watching movies. This means that they did not consider the academic work as part of exercises to be done during their free time. Students need preparation on how to balance their time at the university. This is because from the focus group analysis, the majority stated that before joining university, they were told that there was a lot of freedom and free time at the university. This could be the reason why some are copying assignments and exams since they are not able to balance time for their studies, some reported that they were tempted to copy exams just like their friends and that degree is “harambee”, meaning combined effort.

Many students in the study were also found to experience financial management problems. This could be related to the extensive free time they claimed to have and they did not know how to budget for their money, it supported their friends' visits and also clubbing. Due to this therefore, some of them, especially ladies, looked for men who could support their financial means hence diverting attention from their academic activities which should have been prioritised.

It emerged that although career guidance was offered in secondary schools, the majority of students were still not prepared for course selection. Many reported that they were confused on what course to select, since they did not have the knowhow on the content and selection of courses. By the time they selected courses, some did not know about the different cluster points required by different courses. Could it be that the teachers responsible for career guidance in high schools are also not versed in these requirements? Those who knew peers, who were already part of the program stood a better chance of preparedness for course selection, compared to those who did know.

It emerged from the study that the majority of first year students were initially optimistic that the university's orientation program would respond to many of their questions and express concerns relating to university life. This was however not the case since many students complained that the orientation did not help them in any way, and that it was a waste of time to have attended orientation. The Orientation program was not effective and it did not shed light on courses they were about to pursue at university. The only part of the orientation that was effectively covered, according to students' focus group viewpoints was chaplaincy which focuses on spiritual growth and the library.

Some first year students felt that they had inadequate social skills, especially in terms of socializing with students from different social classes and backgrounds. University should be a universal learning institution where students from different racial and social backgrounds share ideas and work collaboratively. However the study indicated that there was some segregation based on social classes.

Lecturers, on the other hand, were not left out in frustrating the expectations of first year students who were used to a close relationship with their secondary school teachers. The majority of first

year students thought that lecturers would be there for them especially in supporting them to adapt to their new courses that they at times encountered challenges with, this did not happen. Many stated they had tried to consult, but they were never available, hence creating a big gap between students and lecturers. From the focus group analysis, the majority stated that the lecturers did not create a conducive environment for interaction with students, which widened the gap between them. A minority group of first year students, mainly the class representative reported to have interacted with lecturers.

The majority of first year students were supported by their parents/ guardians in transiting from secondary school to university. However, the parents were not always able to support their children with all the basic needs and some students said that they were still struggling to get basic needs such as food and school fees which was affecting their transition to university. Moreover, the analysis showed that many first year students, who were assisted by their parents in course selection, were not comfortable with their courses, since the parent/ guardian tried to influence them to follow particular fields of study financially. Parents did not consider student interest and ability, but instead, expected them to study towards more lucrative careers.

A number of students consulted their peers on matters pertaining to university life and course selection. While some provided useful advice others felt that they were misled by their peers through peer influence to make poor choices. The statistical evidence indicated a very high mean indicating that there was much consultation among the peers. Some were innocently introduced to drugs by their peers, while others claimed that they acquired irresponsible sexual behaviour from their peers.

Some first year students displayed a successful transition from secondary school to university. They were comfortable with the course selection, adapted very quickly to the new environment, and were able to interact freely with different groups of people. This group of students experienced very few situation that did not affect their personal development, which agrees with Havighurst's (1972) Developmental Task Theory and Erikson's (1994) developmental theory.

In terms of applying Havighurst's and Erikson's frameworks to the overall findings of the study it is clear that the majority of first year students are stuck, not able to transit successfully from secondary school to university. The majority of them seem to have stagnated at adolescent stage, facing challenges of transiting to early adulthood stage. First year students that were well supported by the four stakeholders discussed in the study were found to have a successful transition to university where they begin their early adult life without any crisis. As a result of this therefore, they have developed some crisis as a result of frustration such as poor performance leading to drop outs, change from one course to another and antisocial behaviour. They are not able to identify career choice, make decisions on their own, behave according to societal norms at that stage and are also not able to identify with new groups of people away from the family. If this is not addressed, they will likely develop crises in their lives leading to poor academic performance, drug abuse, anti-social behaviour and even dropping out of university. This will then lead to the unsuccessful transition to the employment stage.

Summary

This chapter presented findings from quantitative and qualitative data collected for the purposes of this study. Both sets of data provided valuable insights into the determinants of first year students' preparedness for transition from secondary school to university.

The method of data collection was outlined to provide clarity and to direct the reader in understanding the findings of the study. The findings were presented according to students' views, their preparedness for transition from secondary school to university, secondary school guidance, parental/guardian support, peer support, orientation program received and finally recommendations proposed by students to improve on their preparedness for transition to university. The findings indicated that there are other determinants of first year students' preparedness for transition from secondary school to university apart from secondary school guidance programs, parental/ guardian support, peer support and orientation program received at the university. The findings showed that the above four contribute only 66% of first year students' preparedness for transition to university. The findings indicated that the majority of first year students were not well prepared to transit to university by the stakeholders measured above.

The chapter concluded by focusing on the key issues emerging from an interpretation of the data collected for the purposes of the study as a whole.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of findings, conclusions, recommendations and areas for further study according to the outcomes realized in the study. The study sought to investigate the determinants of first year students' preparedness for transition to university. The study has cited literature on some stakeholders involved in students' transition to university (parental support, high school guidance, peer support and orientation program received at the university

5.2 Summary of research findings

The summary of the findings is based on objectives. Given the compelling discussion on level of preparedness, this study set four objectives and four hypotheses with corresponding research questions.

5.2.1 What is the effect of parental support on students' preparedness for transition to Moi University?

It was found that parents/ guardians play a major role in first year students' transition to university. Students who were well supported by their parents / guardians in the transition process were found to be well prepared for transition, hence took a shorter period to settle into the university. This was depicted by a very high overall mean that was posted by the items that were used to measure parental support. The regression results also showed that there was a very high positive statistical significance between parental/ guardian support and first year students' level of significance. From the items measured, the majority of first year students were influenced by their parents/ guardians

in their course selection. This resulted in them selecting courses that their parents wanted them to select.

These findings were not different from focused group results where the majority of participants stated that they were influenced by their parents on the courses they selected which ended up misleading them since their parents did not allow them to provide their views on the courses selected. Moreover, it was found that a number of first year students were not prepared by their parents and guardians in decision making, since they indicated that they were not able to make decisions on their own. The majority also experienced challenges in preparing meals for themselves and washing the dishes, hence opting for fast food which was very expensive at the university.

Financial management was another crisis facing the majority of first year students, since in secondary school their pocket money was kept by their class teachers and school accountants who controlled their usage. This is different from university where they are given a lump sum of money by their guardians and also higher education loan board (HELB), and expected to manage it on their own.

5.2.2 What is the effect of secondary school guidance programs on students' preparedness for transition to university?

Secondary school guidance programs were found not to be completely effective in preparing students to transit to university. There was however a positive statistical significance between the level of students' preparedness and guidance programs offered in secondary school. Based on the statistics, the majority of first year students were not satisfied with the support they received from

their secondary school to enhance their transition to university. This was depicted by the low means posted by the items measured.

From the focus discussion interviews, the majority of the respondents reported that they were not aware of the cluster points by the time they selected their courses and were therefore unsure on course selection. A number of the students reported that their secondary school teachers were not conversant with the current courses that the university offered hence advised them incorrectly on what programs of study to pursue.

Moreover, some first year students were not prepared by secondary school guidance programs to adapt to university social life, hence they felt lonely and were not able to cope. Some claimed that they were spoon fed by their secondary school teachers in order to achieve good grades to qualify for university admission. This affected their study habits at the university where they were expected to work independently to complete intensive research projects.

However, a few students felt that the guidance programs offered in their secondary school supported them to effect successful transition. This was in the areas of course selection, their social life and time management at the university

5.2.3 What is the effect of peer support on students' preparedness for transition to University?

It was found that the majority of first year students consulted their peers on decisions pertaining to university life, especially on social matters, time management and course selection. This according to many of them affected them negatively as the advice given was inappropriate. There was a positive statistical significance between peer support and students' level of preparedness.

The findings from focused discussions were not any different from the statistics. It was stated that the majority of first year students followed the advice given by their peers who mostly are the older students at the university. The majority claimed that their social life was predominantly influenced by their peers. Some also stated that they were influenced by their peers to copy assignments and exams as well, which had negative repercussions for them.

5.2.4 what was the effect of the orientation program on students' preparedness for transition to University?

It was found that the overall mean for the items used to measure the university orientation program, was the lowest among the constructs measured in the study. The majority of students seemed not to have been supported by the university orientation program in understanding their career paths, which was the same with the orientation provided on the support services available at the university, because it also posted a very low mean. Regression results indicated that the orientation program received had a negative significant effect on their level of preparedness. This implied that the current orientation offered to first year students was not preparing them adequately for transition to university.

Focused group interviews indicated that orientation halls were very overcrowded with students from all the schools, hence making it ineffective. Moreover, it was reported that university staff in charge of first year orientation program, appeared unprepared and others did not attend at all. Lecturers on the other hand were found not to be supportive to first year students' transition since they were not available for consultation on their course selection. This contributed to their low levels of preparedness for transition to university among a majority of first year students.

5.3 Conclusions

The study sought to investigate the determinants of first year students' preparedness for transition to university. The review of level of preparedness showed that the majority of first year students were found not adequately prepared for transition to university in terms of academic work, social, financial and emotional life. These conclusions concur with the literature reviewed that there are different stakeholders involved in preparing students for transition to university. However, the literature reviewed showed that students are prepared in some areas while in others they are not. This conclusion was deduced from the four items measured in the study (secondary school guidance programs, parental support, peer support and orientation program received at the university). These items were found not to play effective roles in supporting first year students' transition to university. It was especially the orientation program received at the university that posted a negative statistical effect on students' preparedness for transition.

The implication of these findings therefore is that the level of students' preparedness for transition to university depends on the role played by various aspects especially the four that were measured in the current study. This does not mean that these are the only determinants of first year students' preparedness for transition to university, but however, their contribution is significant. Due to this therefore, if appropriate measures are not put into place by stakeholders concerned in ensuring a smooth transition to university, quality education will not be achieved and deviant behaviour among university students will continue to increase. This will have an effect on the job market, as the students will not have the requisites skills to complete the required tasks effectively. Below is the regression model showing the contribution of different stakeholders in ensuring smooth transition of first year students to university.

$$Y = -1.024 + .362\text{HSGP} + 1.180\text{PGS} + .659\text{PS} - .832\text{OPR}$$

5.4 Recommendations

Based on the conclusions drawn from the study the following recommendations are proposed:

- From research question one, parents need to be supported by the Ministry of Education through secondary schools on how to support their children in transiting to university. During schools' general meetings, parents could be made aware of university courses, social life skills. This will enable parents to support their children to transit from secondary school to university without forcing them to pursue courses of study that they expect their children to pursue.
- Furthermore, from the findings of research question two, secondary school guidance programs should place emphasis on career programs which are meant to prepare students for transition to university. Teachers should be made aware of university courses and university life in general so that they are able to provide their children with relevant information. It is recommended that university preparation be commenced with in primary school to ensure the effective transition later. In addition, all secondary schools should have a job shadow program so that school leavers are better informed about the possible programs of study that they could pursue at university.
- First year lecturers should create a collaborative learning community between first and second year students to enhance positive peer support. This could be arranged in collaboration with first and second year class representatives.
- Consequently, from the findings of objective four which was on orientation program received at the university, universities should collaborate with secondary schools in providing information about university courses, clusters and university life in general

through the university counselling office. This can be done through organizing county seminars where all counselling representatives are invited and information about the universities shared. There should also be a uniform orientation program provided by the commission of university education (CUE) to all universities in enhancing first year students' transition to university. In addition, there should be a follow up after the main orientation in the second semester of the first year to assess the effectiveness of the program and to support those students who registered late.

5.5 Areas for further research

The debate on level of preparedness for transition to university among first year students by different stakeholders is scanty in Kenya. To generate firm conclusions on university transition, there is need for more studies on the following areas; a comparative study can be conducted between a public and a private` university in Kenya. Moreover, a similar study could be replicated in a public university in another developing country. Consequently, a study could be conducted on other stakeholders' contributions to first year students' preparedness for transition to university apart from the four covered in the current study.

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APPENDIX I : UNIVERSITY PERMIT LETTER**MOI UNIVERSITY****OFFICE OF THE DEPUTY VICE CHANCELLOR
ACADEMICS, RESEARCH AND EXTENSION**

Tel: (053) 43355
(053) 43620
Fax: (053) 43412
Email: dvc_are@mu.ac.ke or dvcresearchmu@gmail.com

P.O. Box 3900
Eldoret - 30100
Kenya

REF: MU/DVC/REP/27B23rd July, 2018

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CARRY OUT RESEARCH – ROSE NJAGE

The above subject matter refers.

Ms. Rose Njage who is a Master under Cermesa scholarship at Moi University has applied for authority to conduct research within Moi University among first year students. We would be grateful if she is permitted to conduct her research on *"First year students' preparedness for transition from secondary school to university: A case of Moi University, Kenya."*

By a copy of this letter authority is hereby granted to her to conduct the research.

After the completion of the research, a complete report both on hard and soft copy will be handed over to the office of Deputy Vice-Chancellor, Academics, Research & Extension.

Any assistance accorded to her will be highly appreciated.

Thank you.

Yours faithfully,


PROF. I. N. KIMENGI, Ph. D
DEPUTY VICE-CHANCELLOR
(ACADEMICS, RESEARCH & EXTENSION)

SKM/sa

APPENDIX II : NACOSTI PERMIT LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/57604/21668**

Date: **25th May, 2019**

Rose Kanana Njage
Moi University
P.O. Box 3900-30100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"First year students' preparedness for transition from secondary school to university: A case of Moi University, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **25th May, 2019**.

You are advised to report to **the Vice Chancellor, Moi University, the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The Vice Chancellor
Moi University.

The County Commissioner

APPENDIX III: NACOSTI CLEARANCE LETTER

THIS IS TO CERTIFY THAT:
MS. ROSE KANANA NJAGE
of MOI UNIVERSITY, 0-80100
Mombasa, has been permitted to
conduct research in Uasin-Gishu
County

on the topic: 'FIRST YEAR STUDENTS' PREPAREDNESS FOR TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY: A CASE OF MOI UNIVERSITY, KENYA

for the period ending:
25th May, 2019

Applicant's Signature

**Director General
 National Commission for Science, Technology and Innovation**

Permit No : NACOSTI/P/18/57604/22632
Date Of Issue : 25th May, 2018
Fee Received : Ksh 1000

Signature

**Director General
 National Commission for Science, Technology and Innovation**

APPENDIX IV: QUESTIONNAIRE**Njage K. Rose**

School of Education

Department Educational Management and Policy Studies

Moi University

Dear Respondent

My name is Rose, a postgraduate student from Moi University, currently studying towards a master's degree of education in research. My research topic is on first determinants of first year students' preparedness for transition from secondary school to university: a case of Moi University, Kenya. I am requesting you to cooperate with me in filling out this questionnaire. Your responses will be confidential, just for academic purposes. Do not write your name and registration number on the questionnaire.

Thank you in advance

Questionnaire number

School /Faculty

Part A: Individual DetailsGender: Male ☐ Female ☐Age: 17 -18 ☐ 19-20 ☐Above 21 ☐

Part B: Level of Preparedness

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on your level of preparedness for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	I was well prepared	SD	D	UD	A	SA
LP1	On the number of units to be covered in my course	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP2	To Adjust to the new social life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP3	To communicate and relate well with my lecturers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP4	on how to relate and communicate other students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP5	On how to build confidence	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP6	To be able to balance my study time with leisure	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP7	And hence am comfortable with the course admitted	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
LP8	To work on my assignments independently	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Part C: High School Guidance

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	High school guidance I received	SD	D	UD	A	SA
HSG1	Effectively prepared me for transition to university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
HSG2	Was adequate in preparing me for university course	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
HSG3	Prepared me on how to research independently	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
HSG4	Prepared me for university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
HSG5	Prepared me on how to manage my personal time	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
HSG6	Prepared me to adjust to university lecture method.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Part B: Parental/Guardian Support

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on Parental/Guardian Support you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Parental/Guardian Support	SD	D	UD	A	SA
PGS1	My parents/guardian prepared me for the transition	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PGS2	My parents/guardian Provided a my needs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PGS3	My parents/guardian Paid all the requisite fees in time	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PGS4	My parents/guardian Provided all the basic needs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PGS5	My parents/guardian counseled me on university life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PGS6	My parents/guardian heed me settle down	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Part B: Peer Support

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on Peers Support to you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Peers Support	SD	D	UD	A	SA
PS1	I received some guidance from my peers.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PS2	I my roommates/housemates who are ready to advise me	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PS3	I am comfortable relating to other students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PS4	I did not have any challenge in adjusting to new friends	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PS5	My friends are helpful	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
PS6	My friends are ready to help	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Part C: Orientation Program Received

Read each of the following statements carefully and indicate by using a tick, the extent to which you agree or disagree with the following statement on orientation program received to you received for transition to university. Use Strongly Agree(SA) =5, Agree (A)=4, Undecided (U)=3, Disagree (D)=2, and Strongly Disagree (SD)=1.

	Orientation Program I Received	SD	D	UD	A	SA
OPR1	Was effective in preparing me for university life	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR2	Helped me in spiritual growth	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR3	At the university has helped me on my career expectation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR4	Was adequate on the hostel and the services available	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR5	Equipped me on the requirements of the course	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR6	Was adequate on the learning resources in the library	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
OPR7	Was adequate support services offered in the university	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

APPENDIX V: RESPONDENTS CONSENT

My name is Rose K. Njage. I am a Master student from Moi University, carrying out a study on students' preparedness for transition from secondary schools to universities; a case of a public university in Kenya. The information will be used for academic purpose only and also by the universities in ensuring comfort and quick settling down among first year students.

Participation in this study will require that I ask you some questions and I note down your responses as the discussion continues. I may also audio tape your responses to help me transcribe later for data analysis. I may have to take videos and photographs of you as the discussion continues.

Kindly note that your involvement in this study is voluntary. You have the right to refuse getting involved in this study. Please remember that refusing to be involved in the study will not have any consequence whatsoever.

You can ask the questions about the study at any time. You may reject to answer any questions. You can also withdraw from the study any time without interference with the services you get from any institution, organization, or even leaders.

Questions about social aspects, sometimes touching on personal life or duties are some of the questions to be asked, which may make you a little uncomfortable. If you so wish; you can refuse to answer some of these questions.

There are no direct benefits with your participation in the study, but it will help future first year students in the universities to easily cope with the environment having gone through thorough preparation. Moreover, it will help the administrators in identifying the challenges experienced by fresh students in the university.

Your name will not be included in either focused group discussion or on the questionnaire to ensure confidentiality. The questionnaires will be kept in a locked cabinet for safety.

If you have any questions you may contact me on mobile number 0713662150 or email njagerose@gmail.com.

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that the information I will provide will be kept in private and that I can leave the study at any time.

Name of participant

Signature

Date.....

Investigator's statement

I, the undersigned, have explained to the volunteer in a language she/he understands the procedures to be followed in the study and the risks and benefits involved.

Name of interviewer.....

Signature.....Date

APPENDIX VI: FOCUS GROUP DISCUSSION QUESTIONS

Njage K. Rose

Phone: 0713662150

Email: njagerose@gmail.com

School of Education

Department Educational Management and Policy Studies

Moi University

Dear Respondent,

My name is Rose Njage, a postgraduate student from Moi University currently undertaking the Masters of education in research (CERMESA). My research topic is on first year students' preparedness for transition from secondary school to university: A case of Moi University, Kenya. I am requesting you to cooperate with me in the discussion of the questions below. Your responses will be confidential, just for academic purposes. I will use a tape recorder to record the interviews and also take some photos of the participants, to be used only for academic purposes. Your name will not be included anywhere in your response. In case of any query, you can contact me through the contact above. Kindly read the following questions.

Thanking you in advance.

- 1) Comment on the guidance and counseling and career development program in secondary school in preparing students for university education.
- 2) Are the lecturers available for consultation by students? Explain
- 3) How do you use your free time in the university?
- 4) How informed are you about your course to which you were admitted for at the university?

- 5) In your own opinion, how would you describe the orientation program and how effective was the program? Provide some recommendations in relation to the improvement of the orientation program that the university offers.
- 6) How informed are you in terms of the support services available in the university?
Explain
- 7) What were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?
- 8) In general, outline some of the challenges encountered in adjusting from Secondary School to university with examples based on your experiences.

APPENDIX VII: FOCUS GROUP TRANSCRIPTS

FOCUS GROUP 1 (F G1)

I: **Comment on the guidance and counselling and career development program in secondary school in preparing students for university education**

R1: Okay I think it will vary on the kind of high school that you attended because some high schools...some high schools aaah...back in the village do not even have a department for guidance and counselling. Eeesh... I was speaking on the high school that I attended, there was a department of counselling but the department was not that much serious. And eeesh the seriousness is not dependent on the department ,more so but the students were not aaaah responsive to take their issues to the department and aah...at times the department could organize aaah...talks where students could be taught about the carrers they would like to do in the universities but eeesh.. i don't think it had very strict impact because then students, high school students aaah.... Personally I was not that into talks, aaahh..Listening to talks and listening to guidance I was..I already had an idea of what I would like to be so giving me other talks is like im not responding to it well. Yea.

I: **So in short we are not well prepared from our high school to transit to university?**

R1: Yea to me that is yes.

I: **The guidance and counselling from high school is not effective to prepare form four levers to transit to university?**

Yea Aaaah....to comment on the same, the guidance and counselling departments in high schools aaahh. They handle high school issues, they tell you do not do drugs and study a lot , but they do not prepare you for future , what happens after you don't take drugs and you read a lot, they don't give you that and aaah.. I think it's a failing department in as much as or when you consider preparedness levels in transition to university. Yea, and then to be honest, highschoolers or most highschoolers or personally as a highschooler, I didn't love the the way in which g/c was done in short. It was so boring for a youth, like a session of an hour you are just sitting they are talking and you are listening.. You know if it's to work, then we have to be so creative in our systems in our g/c departments, you know we could involve the use of videos or something, something that a normal highschooler would enjoy you know the presence that connection is very key.. Yea

I: **Like giving examples real life issues?**

R2: Yea, exactly. Like People to be invited to share their life stories.

R3: Coz you find that most in high school when most talks are about to happen, that is the time people are planning to go sleep during the talk coz that is what used to happen like you find people carrying jackets and sweaters when when the whole time people are talking they haven't focused on that coz they term it as a boring thing these are things we are

always told by our teachers so as he is saying, they should find like better means of making it more interesting for students to participate in the talks. Yea

- R4:** Our school was different, instead of the normal teacher student counselling, or counselling group issues, we had peer counselling. Students were trained as peer counsellors and so our ideas were incorporated in counselling so that we had burners around the school we had videos showing so for me my school was better of it was somehow showing us that is not just about talking it's about you students acting, for example I was a member of peer counselling team and we out for functions that relate to peer counselling so when we came back and showed people videos by the time I was leaving high school we had like 80 students per stream wanting to join in peer counselling so that they can get what we were actually getting, so I think it's about making it students oriented rather than not teacher oriented coz honestly ,at times teachers are boring. They tend to say don't don't don't, and don't explain the don't .but when you go to peer counselling we actually relate to it. Yea

I: **So were you prepared for transition in your high school?**

- R5:** In my high school we actually went for job shadows so that you are able to be acquainted with what you wanted to do. Yea.

I: Any other comment?

- R6:** Ahh... also in my high school it was different. It was different also in my high school in that it came a time we had career days whereby we had different schools coming in, I remember Moi University coming in in form three, USIU came in and all other big institutions. And then form four, for transition, instead of preparing us for local universities, UNICAF comes in they in people from I think it was middle east African technical universities they came and they kept on encouraging us about universities, they showed us slides, power point presentations, so that think what the problem is aah...not that we should not say that all schools are not prepared. we should have something general for all high schools in that if it's something, all schools should be involved the government should be involved and we should find way as in which it can be generalized for each and every high school schools coz we come from different high schools we don't find like one high going to one university, different people different places. So I think it should be generalized. That I smy.....

I: **Any other suggestion about g/c in our high schools?**

- R7:** Aahh..... in my school concerning g/c, the programme, it was just the teachers you know like the teachers the teachers. It was the teachers you would go share your problems and have them advice on particular matters but in many cases students would not share their problems because teachers are gossipers, you will share with them and discus you in the staffroom, then you will find yourself suddenly being treated differently in classroom. I think.. you they should actually have professional counsellors doing that job specifically not just someone from school you know just because he is older than you like give you

advice on certain matters. Eeehh....aahhh... some times, especially for form four they will have universities come, and the program was meant to help students get advice or get well acquainted with different courses offered but, the day would end and thing you knew was that the universities will come and talk of how their university is good but they don't really talk of the real matter.

I: Any other recommendation before we move to the next question? Now that I can see majority of us are talking of how g/c in high was not effective in terms of preparing them to transit. What can we recommend in the secondary sector?

R8: Okey....aaaahh about recommendation, I would propose that let this issue of transition not just be a matter of form four let us just it from the very beginning in form one that we prepare them that you only be here for a particular session and after which you will enter the next stage. I think also we need only professionals to be the only ones in charge of this g/c department not just any teacher who is seen can be able to do it and we also need people who are passionate about what they are doing and what they want to impact to our students so that they can be able to transit peacefully from high school to the university. That's what I can say

R9: Aahhh...just to add aaahh many a time s, we've seen the government startup campaign projects yea, so if... if they could just engineer like the same mechanisms like say like the government says that aaahh...each and every third term of the year we will be carrying out you know conducting campaign allover Kenyan schools just to educate the form fours on the transit... yea just to educate them on what to expect when they cross over to university. Yea, they should make it big or something big coz it's really big.

R10 Like music festival is really hyped in secondary schools. If we had something like that, then it would help. Personally I used to wait for second term coz I had so many functions to go to. If we would make it a part of that, then I think students would so responsive to. For example if music festivals were asked to incorporate campus life as part of the theme in a particular year. Then students would learn from that because personally I learnt a lot from the poems and that were given in music festivals and the plays played in the drama festivals. Yea.

I: We move on to the next question or there is something else you want to add?

R9: Leme add something else, from the village point of view, aah I would say that it is very essential that when these programs are being rolled out it should reach to the village. Like I'm a village person.so in my village there are some schools like day schools that even teachers are not many teachers are very few now when you say that you tell the school to employ g/c person it becomes very difficult , very expensive for the school coz the students are paying like 11k to study . Now, aaahh.. if it's the government rolling out the... I think it should be the government to roll out this programmes and make sure it get to the schools

in the villages. Yea and ahhh.. I had an aahhh... maybe it should be devolved such that a county and the governor the ministry of education in a county would roll out this program to make sure that their county the students from this county are well prepared to face these challenges in the university. Then we remember again the marginalized places like ahhh.. Like Turkana sides like of late you hearing otum boys going on strike because they are receiving KCSE leakages. You see that is misinformation that something they should have been guided on how to handle such difficulties .yea

R10: Another recommendation is that if you want something to succeed you must invest heavily on it. So I think the government should heavily finance this career and guidance programs so that it's not just people coming volunteering coz a times you get to listen to so many different versions on how university is on how campus is and sort of staff. I think if the government can be able to really eehhh invest or finance into these progarmmes of g/c towards career development career development and even the university transition, I think they would be better off and students would be psyched up I think something like that.

I: Thank you. We move on to the next question. Question 2: Are lecturers available for consultation by students? Explain.

R1: Aahhhh.....okey so what I can say, we are usually given course outlines by each lecturers teaching a particular course and its usually indicated there that consultation hours form 9-10, but honestly have never attended any consultation hours because first of all some of these lecturers are not people we have ever interacted with for so long especially for first years first semester. They are so professional even when they come to class there no even smile. And some of these lecturers are people who you don't think like they even laugh or not because the lecturers are very serious when they come to class so a times it becomes so difficult to go for these consultations coz you still don't know them well.

I: So does it mean that environment I believe in our high school we were close to our teachers. Right?

All: Yes.

I: Is that environment existing in the universities? Like we are close to our lecturers we are free to talk to them, like we don't fear them or we see them as very senior people therefore there is a very huge gap and them?

R2: Yea I think there is gap, coz you find people like even when people are coming to me with a problem, it's me to go and talk the lecturer and talk on their behalf. But when if you give them the number to call they are like no do it for me... you get so the lecturer has not created that environment where every student can approach them. So most students think like they are above so they have that fear I won't talk to them right they don't see them as normal h/being they see them as very superior.... So most of the students have that fear within them.

R3: I think, these first start with how the lecturer first.. The first impression the lecturer gives. Yea like personally, you wouldn't to come and to to lecture me....How do I put it? You wouldn't come to class, you are so serious, you are just academics we are learning only and expect me to approach you you know, there is no that warmth you know, that environment is not there is not there they have created a very professional... its good be professional but also good to be fatherly or motherly to your children for the parents. Yea.

I: **So it means there are challenges or problems we are going through as first years but then we fear approaching these lecturers however much we would like to get help from them, because the environment is not conducive for us?**

All: Yea.

Ahhh...I would like to add to that, aah sometimes the continuing students they instill some fear or some sort of something telling you something about a certain lecturer like you see this lecturer don't do this don't do this do not approach him like this way you will like to trend in a particular way that it will not aaahh..Affect your performance coz sometimes the students aaahh.. The continuing students will instil fear in you, will tell you that you that if you do this and this, you might stay in this school for ten years without completing your studies just because of a lecturer .Yea.

I: **Are they available for consultation?**

R3: They are. If you look for them you will get them. But now there is that fear so they are available so it's now for students now their effort to look for them.

R4: Plus orientation, what we were talk on orientation is that you came here to study (all) so this lecturer comes in the first day and you tell me I came here to study then my business will only be studying and anything else outside studying I won't associate with it or even the lecturer. Yea

I: Which means some of us might be having problems and challenges but they are silent because of that fear?

All: Yea.

R5: I mean, even in our school people don't know like there is a department of g/c department, you call that lady, and she won't respond, she won't respond so many people have complained, if the lecturer is not available and that lady is not available what else do you do? So you go to your fellow students, and that student might not be in apposition to help you or would miss guide you. Yea

I: **So what is your recommendation about that?**

R6: First of all our department. The counselling, I believe people relate to people almost their age, and there are counsellors almost our age. The fact that in Kenya we believe in age, with age you get experience you get everything. So our counsellor, she is very rather very

old, yes she is not that young she is not easy to approach her for issues or something like you cannot go and start telling her I was in a club on Friday or something coz she will start admonishing you for being in that club...(all yea) for that . So if we had counsellors who have just graduated and they are almost our age coz people graduate at 23 24 years, I will rather relate to that person rather than a 43 year old.

R7: You see we sign attendance sheet in class, the lecturers should start sign something yea they should be made available if they cannot avail themselves they should be made available so something like attendance sheet or something or a register, they begin signing something and our class rep should see it. Yea.

R8: Ahh.... I think our lecturers what they just need to do is start creating rapport with the students in such a way that aaahh.... I think slowly by slowly when you begin to relate with someone the person can be able to open to you and share the challenges or the problems or the troubles they are going through so it's all about start creating a rapport. If they just be advised albeit not to be really yea it's good to be professional but also you can be professional and the same time you are friendly so there is a way you relate to your students you can be able to know the problems your students are facing, some students do not attend classes and you don't know why, you know, so I think when create this rapport it will be easier.

I: **Any other comment? Okay we move on... Question 3: How do you use your free time in the university?**

Intensive silence.... (All laughed)

I: **Share what you think you can share with us after all we are just hereto share and go.**

R1: Aahh... I'm this church guy so most of the time I'm in church for praise and worship but if I'm not there I'm also hanging out with friends. That is all I can share.

R2: My free times, if I'm not singing, I'm watching or studying or we are just deasing each other (all laughed) with my friends. This guy and another one called barrack and another one called Alex. Yea that is what we like doing with my friends yea that is what we do mostly.

R3: I like politicking so you find most of my free time I'm discussing politics a times I could go for games and do serious running. Yea.

R4: Well if I'm not sleeping I'm just with my girlfriends discussing football or if it's worse, I'm reading a novel.

R5: Aahhh..... most of the time I'm with sleeping or chatting with friends. Or reading feminist books.... Yea I read sometimes but only novels and not much. We basically talk a lot with friends.

R6: Aaahhh..... in my free time I'm with friends or singing or watching movies with one of my friends and sometimes I like that quite times a lot.

I: **So we don't have clubbing people?**

All laughed. Yes they are.

R7: Depends on the day personally I go for my friends birthdays , I go for my friends birthdays but it's not every day thing or I go for concerts you know like Safaricom usually has , rugby games comes to Eldoret,, yea those are the ones I have attended.

R8: Personally in terms of clubbing I do them occasionally but sometimes these occasions come frequently...all laughed so you can find me for a whole week like there is this time when I had three friends with birthdays in a week so the whole week I wasn't sober.

R9: My free time time, when go to clubbing, since in Kenya or Eldoret there are no clubs to enjoy rock music. So I create my own club in mind aahh..... I don't do much so if I'm not listening to music I'm writing something or I go to Onyango's room to criticize him. In short, I don't go to clubs or sometime is read the bible because I'm born again. Yea.

Let give some comments in general how majority students use their free time sin the university.

All :Most students like clubbing.....

R10: But in our class.... Okey you would not know coz we don't go with them everywhere and some are just confined to their rooms but mostly clubbing and visiting each other. Cohabiting....

R3: Aaahhh... to be honest depends with the school coz law is a very jealous presence so you had so serve her so getting that time for clubbing is not easy but.....we have aahhh....not wanting to mention..

R2: School of tourism. They are well known for that like everyEven Sunday they will wake up and decide lets go clubbing. But I think many people prefer clubbing or do something with friends or gabbling yea.....majoritybut I don't know much about that so...all laughed

R4: You see, its university and things happen and they are real they are people who cohabit with their boyfriends and girlfriends and they spend time together, don't even ask what they do... sindio..? However, they cohabit and it becomes a family environment.

I: **So is it true that there is much free time in the university?**

All: yea...

R1: But it depends on the course and the kind of dedication one has towards the course because there are those taking law and they are all the time high. Like I know of a fourth year who is always high.

- I:** So is it true that majority of students are not able to use their free time in the university?
- R1:** Yea.....the right way is relative. The “right way”
- R2:** But again from high school, we were told university is full of freedom, it’s where you can do anything don’t do some things in high school, you will do them when you go to university. Yaani people hype university life so much that when you come to university, you want to live a reality of everything and you forget other reality like what brought to university. So I think it’s because of mentality and all that. Yea.
- I:** **So could that be a reason as to why students get lost? Getting lost in terms of they came to learn and finally they don’t graduate?**
- All:** Yea....
- R6:** Yea even peer influence all all that. Like you find some people have been here for the last six years but they have never graduated. And you get people getting to such people so that they will lead you to that path so it’s definitely there. I think it’s just....you people. Who are your people?
- R7:** Yea and even your motive I guess coz just she has saidlike from high school people from university come and hype you up about campus life like you can’t miss this and they do not tell anything about importance of studying in the university they tell like imagine having all the freedom in this world and life away from parents you know. So you are eager for that life without parents so when you come here you just want to live a reality coz you are all hyper coz most.....like girls are told... can you get out at 9 at night when you are at home? For me personally even at 7 going for credit is a problem but when I’m here I can go out any time I feel.
- I:** Some of us are not able to manage their free time in the university because they have been told that there is much free time in the university so they are just longing to have that time. Is that true?
- R9:** I think I would say... they have been told there is enough time in the university, they have been told that there is much freedom in the university. There is just enough...there is just enough free time for yourself and the things you love to do but then there is excess. Should we use the word excess? Aaahhh.....there is freedom all... enough.
- R10:** our friends told us that there is freedom to do things you want that you cannot do while at home or you have not gotten a chance to do before.
- I:** **Okay... read for us the next question. Question 4: How informed were you about the course you were admitted for at the university?**
- R1:** I was very much informed about the course I was admitted for at the university...very much informed because there were those mechanisms just like I have said... okay there very much aaahhhh... I was very much informed because at that time there were many avenues for to

access this information if ahhh... yea I think that is it. Many schools which would come and speak to us and many schools that offer this course from outside would come and talk to us...I was very...so I was much informed on what to do. Also before we started for one we were given the form to choose subject... those JAB forms and we were told to write what we would like to do in future and the university and advised if the first choice fails you can qualify the second one various yea, so I would say that I was very much informed.

- R2:** Aaahh... I would say that I was informed but it was at personal initiative yea... it's it's an extra extent I went myself, to find out that now that I'm doing to law, what is expected on my side. Aaah.... When I finished high school, apparently I didn't finish high the same time as my classmates, I finished high earlier formerly my classmates. So aahh... so when I finished high school I had a lot of...aahh.... Law dint ring in my mind but people started telling me you are very talkative you can do law or something like journalism but sometimes..... at last I decided to do computer engineering so I did computer engineering for like three months but latter I realized this is not where I belong coz I could be busy discussing politics when are very busy trying to integrate with computers and me I'm busy with politics especially because it was electioneering period, then people could ask me, are you really in the right course? Then I asked my parents, my parents are open for discussion are told them I don't think I'm in the right course, and my parent asked me want are you comfortable with? Then I said something to do with English or journalism like to do English and literature I wanted to be an English teacher. So my parents said no no no! But you can still do law.so when I learnt that law is a prestigious course and that my parent is ready to pay my law fees. So I won't say that I was well prepared. So I took the initiative and took the advantage took an initiative to know what is all about law.

I: **So you were not well prepared for the course?**

- R2:** Yes I was not well prepared for course selection.

- R3:** Like I had said earlier, in my school we had job shadowing, and therefore in my entire high school I was taken to a law firms and actually to the courts thrice. And in my first year when you choosing subject there is a teacher to guide you on subject selection based on what you think you are good at. Also in g/ c meetings there were groups with someone who has done law and you could really be guided on what you want.so I think I was prepared.

- R4:** For me..... I knew I will do law since I was in class one.....I used it sing it every time. So my parents were very supportive like they see a person who has done law or my cousins who have done law they could tell me "go and talk to him he would advise you on what universities are goodLike what to expect in that course, so was prepared on law. but then it came to a point in high school, you don't choose one course coz you see I was settled on doing law but now you to choose four career choices, so I got confused about law, pharmacy , civil aviation . This deviating from my goal e so they tell me to do something else. Like now when I was being admitted to do law I had already enrolled at USIU for pharmacy, and already confused by relative phamarsists that oh pharmacy is

good so I think it's good for parents to let their child do what they want and comfortable with.

So were you well informed about what it entails to do law or you just knew that I want to do law?

R5: Yes I was well informed because I used to go to the firms and in courts of my cousins and was familiar with what they do.

R6: Aahh.... I wouldn't say that I was prepared on what I'm doing now....to start with law wasn't something have ever thought of or even passionate about even for the last ten years, I just found myself in law and therefore I have no option but getting used to it and do everything that I'm demanded to do. Yea.

R7: Aahh... I was called to be a musician, but I ended up in law... all laughed....I was not informed at all about my course selection, I started researching about law when I bonded a mat from Nairobi to Eldoret, easy coach to report. Like actually by then there was a miscommunication that we are reporting on 18th of august so I was coming to check on the environment and the hostels and then I started thinking like a lawyer. Like educating yourself you know like you just have to start adapting to this new you. Things happen yea, I was not informed at all, it is not bad to be not informed, it's good to hustle it's worth the hustle to inform yourself. Yea.

So do we have cases or scenarios whereby students come they are confused they move from school of law again they move to school of business?

All: yea it happens

I: **Now we can comment on students' course information how well students are informed about their courses they are partaking in university in first year in general.**

R8: There are students who are in certain career choices. Your parents thinks being a lawyer is good for you, being a doctor is the best for you, being a pilot is actually the best for you. You know they actually forget that this child has preferences in life so that when they come to university, they are hit by the wave that this is not where I belong and therefore they become confused. So many of my friends have changed from what their parents started them to do and they started another course. One of my cousins finished engineering and went to do music. Just they wanted to do music so it happens that some of these children are not informed on what they are doing and therefore they make haste decisions. They get there and feel like I don't belong and they have to start all over again. So if before courses people would have job shadows I think it's worth it, it's worth it.

R9: Concerning what she has said, about parents push their children to do certain courses like in my example, my father did computer engineering and my mother did pharmacy so I come from nowhere and I tell them I want to do music, they are like you like where did you come from? Like they expect... being a first born, you know you have to set the bar

very high .yea I guess that's why I'm here. Not that I'm complaining, I guess I'm gotten to it. I think parents should let their children be who they want.

I: **Could it be the reason as to why you find that some students come to university and they know that they are in school but they are elsewhere?**

R10: Yes. Because if you force someone to be where they do not want to be you get like obviously they they feel unsettled like every single day feeling uncomfortable attending a lecture and feeling you know like you are wasting the years of your life coz you know there is something else that you would rather do, but your parents won't support you. Yea.

I: **Any other comment?**

R4: About parents advice, like in my example, my parents wanted me to do a course on aaaa....on health like medicine, public health, nursing because in our family there is no one who has done a course in health on medicine and the rest most of our family people haven't done that area. But what saved me is that I had not done biology in high school, so that was my savior.so I think parents really impacts on what courses their children do.

I: **So what should be done instead?**

R6: I think parents should be advised on on how to guide their children on course selection .coz actually sometimes...sometimes you cannot just ignore your parents, sometimes they are right sometimes they are wrong yea so it's a very difficult topic, coz sometimes you find maybe they are right about the course they want you to do.

R7: Aah..... I think also parents should focus on their children results. Coz you would find...sometime like was very good in humanities and I was... I cannot say I was poor I didn't like sciences I forced myself to do sciences. So if my parents come and tell me you know you need to do medicine coz you are good in bio or chem, I wouldn't feel comfortable. Coz it's a matter of looking at the strength of you child. If some is good in English you are excited to do journalism, but the parents will be like stop thinking about journalism, you know it's not a good course haina kazi, it's not prestigious, it's not good. So it's goes back to parents that they should focus on their children strength and not forcing. Because you would find even in high schools teachers telling oh stop forcing on your strength subjects but on your weak subjects. But it doesn't excite you coz you don't get good results.

I: **Okay we move on to the next question. Question 6: In your own opinion, how would you describe the orientation program and how effective was it?**

R1: When I told my friends I'm going for orientation, they were shocked. It's a sleeping program. If I told my friends I'm going for orientation, they tell me what is the point? You will get used will I you go to school. Actually many people shacked the orientation programme coz we are told by former students that it's so boring, there is no need of going. And I think it's based on facts coz people have already experienced it before. You know

it's monotonous and so boring coz you feel kesho will be the same thing and the programs continues like that every day. Personally I felt so bored coz they are just droning and droning about how this university is good how you have to a prestigious place and then they repeat the same things every day. Orientation didn't help in any way.

I: So is it effective?

All : no its not.

R2: By the way staff only brag about the university.

R3: And the students leaders come and brag about their positions.

R4: And give the number to call when you have a problem, but when you call they don't pick up. So I don't know. The orientation is not effective.

R5: I feel, the orientation program is ineffective when it come s to location of places but when it come to the real life in school, it's a total waste of time. They don't help at all. This is the school library, this the the security man, things like those, academically, it's not.

I: Is there any follow up program after that?

R6: Okey yea there is the one we were talking to the lecturers, dean and head of departments. But then the students council come, they dint actually help they told us how we should call them when we get arrested in town in clubs to get us out, how we are a prestigious course, bragging about their positions, how they got it, they didn't help us in any way about catching up with the university life, the real about what to expect in campus and they tell us you know you will survive. Like that was the message at the end of the day.

I: So there is nothing like follow up after that orientation?

All: noo.....

I: Check on how the students are fearing on if they are able to catch up with university life?

R7: They will only come to update about the elections you know because they need to be voted for. So it's not a follow-up but rather a necessity for them coz they want to be voted for.

I: And what about the university?

All: Not at all.

R8: Aahh... so when the lecturers came and they sat in front they introduced themselves, they came and put on a fake face. Some of them put a very serious face, and they instill some fear in you, some put on a smile and telling how you will have an engaging lesson, you can consult me, but when the lessons starts they are very serious and they are not even engaging at all, very boring, does not ask any questions, he is just there, smiling when you don't know anything, and then goes and come s back kesho (tomorrow) come with a different perspective. So if it's a matter of follow up, I think the best fellow up they should do on

their own thing Is that when you say today that we will have discussion groups I will put this in that in place and then tomorrow you come with a different perspective,. Some of them were saying because we have lost a lot of time we will be rushing into these things and I hope you are prepared for these things and therefore we came prepared for a rush. Coming here the guy comes with a course outline then reads it coming tomorrow and asks you if you understood the course outline. Spends a week on introduction and goes back, and then blames us for the lack of time.so I think its..... and then they come here and give us rules that we will be having cats within two weeks after this.... And then we will have close conversations with the class rep. and then out of blues they just declare things. Okay this problem is not with school of law but school of tourism, aaahh... the school rules states that the notification of a cats should be within two weeks, okay within two weeks. This happens within a week. So the teacher can come after teaching he doesn't even announce or shout in class but whispers to the class rep that there will be a cat tomorrow and then goes. Tomorrow you are surprised with a cat. So if there is any follow up I think should be on performance.

- R9:** Aahh... I have a feeling that orientation programs should not be conducted by lecturers .they do not stay in school, they are hardly in school , they don't associate with what we go through, so if they could get professionals to conduct these orientation progarmmes, it would really be beneficial to first years who come during those early moments. Yea.
- R10:** I would suggest that orientation should be done like an event. Like an event whereby we have refreshments, you see. It's makes ... other students have told you inabore usiende, but when you hear that there are refreshments there is a little activities you get excited. Yea it will get the students up. Then the lecturers should take a very small part.
- R2:** I watched online orientation program at Harvard. The lecturers only come s to tell you his name and what he teaches, the rest is left with students, where there are several stands for different things, you know. So that it is my initiative to go to that stand where Iam interested in to ask questions about that stand. You know that Iam gong to ask what I should do. That If these students leader takes to where you want to go, you are even given an older student to assist you in something. That is the kind of orientation that we should have not to have the orientation where we are seated and waiting for you to tell us. That makes us bored and withdrawn.
- I:** **Should there be something like a follow-up? Maybe after the orientation or the middle of semester or in second semester they bring up something?**
- R1:** I would say that a follow is not going to be any effective. because If you have told me something that I'm not interested in even if you do a follow up it will be of no use, I will still not be interested.is just the way, the output that is put in the first place that thing is what will make me get interested in that thing is what will make me pursue that thing that will not need any follow up latter.
- I:** **Or they prolong the period of orientation?**

R1: I was saying it can be a one day event, yea with activities and a lot of activities is that engage you short talks like 10 minutes , then teach you on what is expected of you then engage in activities. Yea.

I: **Anything else? Okay we move to the next question. Question 7: How well are you informed about support services in the university? Explain**

R1: Waaah! we even don't know the support services available at the university. All laughed

R2: Okey I know like this school host a dispensary but have never seen that dispensary. Like during the orientation we were told that there is a dispensary is like they gave out a number but...., have heard people going to the dispensary, one person going to the dispensary and what you get there is only aahhh...paracetamol and panandols ...laughed.

R3: There is a g/c office that is always locked, and the counsellor does not pick call or reply text, the dispensary when you go there you are told to go to the main office, what else is there? Ooh the cafeteria, that one works quite well coz it's an income earning project for the school. Ehhh... I don't think there is another one here. Personally when I went to the dispensary to ask for leave, I have a child, they told me let us wait for that time you will deliver and then we see, you know , you are supports to apply for leave before you go, but they dint help.

R4: Yes iam aware of the nurse office which have never visited. Is security support office?

R5: Yes it is.

R6: So security support are there, but I'm asking myself a question, okay let say for example you are at the gate, somebody come s in with a gun, you don't have even a rungu, no it's a big issue by the way, you don't have a rungu, you are standing checking ids.so and then they should also improve on how they speak to people. Yea maybe the problem here they are too stubborn, they don't want to work here or they are under paid. Some small small issues here and there. And then also the library cards I think the school is just fighting itself, the library has to ensure you have the card, the security man has to check on the ids. So the surety blame us for not having the ID cards which the library has not yet supplied.

All: We are now three months old here and we have never been issued with students ID cards.

R1: Sometimes I even forgo some meals to save something.

R2: About the support services, have visited the dispensary and the nurse is good, but the problem is there are no resources for them to use. Personally I was having malaria, they don't have things to test malaria, so she talked to me nicely but did not give me any medication, referred me to referral and then when I came back they told me to buy malaria drugs.so there is no drugs there is nothing. So I don't even know.

I: **So the support services are not well kept?**

R3: They are not well kept. They are there, but there are no resources.

I: **Dean's office is it effective? Chaplaincy?**

R4: Yes, our cu is very strong.

R5: When I went NHIF, our dean wrote me a note and everything you share with him you can be sure he will act on it.

I: **Hostel services?**

R6: Ooh! We don't have water most of the time, and then the mess is closed most of the time, and when it's open, they cook very bad food and not enough, like I can't understand what they do there, then there the issue of hygiene therefore it was closed.

I: **Could it be a reason as to why majority of students will survive on junk?**

R7: Yea it is. You like where the hostel are, the only food that you can get is chapati, beans ,rice, and its food that has been cooked badly, there is no water. Like during the strike there is time the hostel shad no water for one week plus and electricity so the hostels are boring. Plus....there are some rooms in which, I think according to what was communicated, one room should have at most should have 2 people like they should nt be more than that. Okay I see this in the hostels in which the guys from the school tourism stay in lie they even four. And it is such a tiny room so crowded and they are very stufy eeh no!it smels bad. The hostels are not good like they should be. And then , there some rooms , some blocks in the hostels don't have toilets inside, they are outside. Like kuna kaa zile za high school everybody goes there and there are not well cleaned. Very smelly, they are healthy hazard. Like you can smile them from blocks away its really bad, and you can imagine there someone s room is right just next to it. So you can just imagine. All laughed.

I: **We move on to the next question – Question 8. What were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?**

R1: Challenges, with studnets I don't know, I would say much about the students, I haven't interacted that much with them , they just come teach and go , have not gone for any consultation. But the support staff, some can really be rude, especially the guards like they don't respond as good as they should do.(social challenge). We are used to living in a place where people live like a family.

R2: Security, aahh.... Where people who live in school provided houses stay hostels. We supportst to gurded by the security provided by the school, but have only seen a guard there once and I don't know what he came to do coz he just walked around and then left. So there

are no guards in acacia, gates are always open, no one who checks who enters through the gate. There alternative routes to get to acacia which no one checks so if something happens and then people start asking the school, they will start creating a fake story and say ooh its our fault blaming us yet they never guard us. and then another issue about support staff library staff sometimes they are good sometimes they are not, if someone has done something we forgot we are all human, walking with a bottle of water is as if you have poured water on the books themselves. If you forgotten and maybe picked a book by mistake, getting to the check point I said if you have already stolen the book itself. You know they should be a bit kind. ahhh... also on how they respond to how challenges, library bags are stolen there daily, if go there to complain, they tell you its your own problem..

- R3:** There is security there but... after there were several incidences when the bags were stolen with your several items. You obviously you leave your bag with everything, and they started putting a notice that don't leave expensive bags and leave your bag at your own risk.
- R4:** They actually put a notice there and this has discouraged me from going to the library.so even if you enter you don't even concentrate. They have written a notice leave your bag at your own risk. Like in the school if medicine there is security where you even show your ID before you enter into the gate and I went there, but they literary tell you that you can't enter without your ID. But you go to our hostels, you walk in you walk out at pleasure at pleasure,, villagers are all over.
- R5:** Aaahhh..... the few time have seen the guards there they are just sitted gossiping. Like they are not even at the gate. Like wameketi mbali from where then blocks are, but.... They are not evn attentive to what they should be doing. The gate is left open you know it's not guarded... like the hostels are 24 hrs and no one asks you any question.
- R6:** The hostels are open throughout, like if I tell me aay t to my friends they will be like you people you liv ein a good place coz in their hostels they even have ten to ten rule and if you come past ten you will be asked where were you? And they might ieven report you to the office as a misconduct. Like I don't think like there is ten to ten rule in moi university

R7: Yea coz if it was.....*all laughed*. Majority would be in trouble allreday.

R8: Myself have attended a party at acacia up to one and I don't stay in acacia.but have stayed there even up to two even.

R9: The last time that ten to ten rule in moi university is when a girl was rapped was it rapped or... yea in main campus, very sad and it was by security guards but the story was covered up. Soo what do you expect.

I: **Now do we have cases of support staff taking advantage of students especially first years, threatening them, in terms of affairs or lecturers?**

All: Maybe main campus.

R10: But still you wont know coz I don't think there is any student who would be free to share like saying there is tthis lecturer im pushing with you know.....

R1: You would be ashamed.

R2: Maybe voluntality but still difficult.

R3: But most like likely for example if a lecturer is persuading you like black mails you like if you don't do this and this for me like your grades are going to affected.....like who do you run to ? is it this counsellor who is never available for students and never picks up the call or you discuss with a lecturer who will probably go and discuss with the lecturer in question? And then they will just all affect your grades. You get like there no one to run to? Yea.

I: **So we normally keep quite with our challenges?**

All: Most times.

R1: Then another problem is that most of our lecturers all our lecturers are lawyers so they are very conversant with the law. So standing up to accuse him of something they already have ready defense. They are persons conversant with the law. So like he takes them to the senate be sure it's a losing case. And it will really affect you coz he will continue teaching you,

you see. So it will come back to you again. You see, so we you chose to keep quiet with your challenges.

I: Anything else? Okey we move to the last question. In general, outline some of the challenges encountered in adjusting from secondary school to university with examples based on your experiences.

R1: We had bells bells in high school, we had teachers telling us what to do, we had morning prep, then im here being told that im support to be in class by eight a.m and there is no morning prep, there is no bell.i cant make it. Have had a one year holiday of sleeping up to ten o'clock. And here im here expected to in class by 8 o'clock. I'm not saying that we are surpost to be told what to do, but it's still a challenge which we cannot correct that. Of course I wouldn't wish to be in the university with a bell or in hostel and someone rings a bell at 5 o'clock to wake me up. You is still a challenge. *All laughed.*

R4: And then another challenge is in the hostels we've had issues like water, electricity and the food not being cooked nicely, all that. And there is something we call monopoly by the senior students, a first year cannot apply for any tender coz there is a fourth year who has applied.

R5: We are feeling bad because in high school we were the seniors and then here we are being called "freshers" and undermined, you know it's still a challenge. Kwanza that name.....

R6: We like like an opportunity to invests money ..kuchukua pesa zetu. Coz like most of them, we don't know how things are done like when you are told toa hii so that this can happen.... You toa

R7: Coz maybe naona ieeh! Maybe I will miss this opportunity... like this situation of t shirt we were told to remove 500 shillings so you do that and then we didn't get it and then you cant ask anyone, coz even the students who were there aare gone. So you cant question it like you go to the office and they tell you we were told that we were told that you were provided. Even our freshers night has never happened and the mony was given by the office, so student leaders eat the money. Or they send a letter to the admn that first years will be having this function, they ask for money and it doesn't happen.coz is the same way

I will go to the dean and ask about our IDs and then he sends me to academic delegates and when I go to the academic delegate he tells me to go to the dean then I'm like I'm already from there.

I: So there are no right procedures on how things are supposed to be done?

All: They are procedures which are not being followed.

R8: And some of these procedures are sooo... so rigid. Like you have to write a letter to play on that field. The letter does not even go to the dean.

R9: Like we see white men running in that field yet we are students and are paying fees yet we cannot use that field. and we are being denied that right. Aahhhh.... we have to write a letter to main campus that we are requesting to use this field. Coz I remember our group church was organizing an event a social Sunday, so we were told that we cannot use the field because we have not written a letter that we will be using the field. Yea . another challenge I would like to outline is that I have a problem in washing utensils. All laughed... aahhh I'm used to when I'm in holiday my parent washes utensils for me and then when I was in high school our cooks used to wash utensils for them. There is a great difficulty in washing utensils... you see.

I: And cooking?

RI0: I have no problem with cooking coz I like cooking. But after cooking, after eating now there is this problem of washing utensils. so we go and buy fast food but now the challenge is you go buy fast food but the resources are not enough.

R1: Another thing is when you get to second year you are supposed to move out hostels and go rent outside. Now you see some people are used to living with people, family life ... like for I was really affected . I'm used to family life it's close, I like it when I have people, so I'm forced to spend at my friend's house coz I hate that loneliness you don't have anyone to talk to..

I: Can it be a reason why you find some students cohabiting? because they don't want to stay alone?

All: Yea coz you want company. Very excited

R1: Coz its cheaper living with someone cozz the expenses are being shared for food and even the rent is split so its cheap.rent is 5000 so now you pay 2500.

R2: Cohabating.....

R3: To cover the loneline I guess and expenses.

R4: Plus you don't have travelling expenses to your place when you cohabate.

R5: Like during orientation, the students leaders came and told us "Eldoret is very cold, so find a partner to kill the cold together". So you go ahead and find a partner and you cohabit.

I: **Can we talk about peer pressure then? Now we are talking of finding other people doing it?**

R6: I don't think even people plan to cohobate, allyea sure. It happens in installments. You visit and visit until you get tierd you just find yourself there. You leave a jacket, you leave a trouser . the other time you leave your belt.... You forget yourself. And then you start thinking its convenient if you would be living together. "Tutatshindanga tukitembeleana" and then tatalipa nyumba mbili kwanini why cant we spend in the same house and even pay rent for one house? *All laughed.....*

R7: **What about financial management? Do we have a challenge?**

All: Yeeees.

R8: I have a big challenge. I have a good financial resource but management is a problem. Like when we opened last Sunday my sister gave me 5000 but right now I only have 2000 kenyan shillings and I even don't have a girlfriend around. But I said I drink occasionally but right have not drunk.. I can only account for 1500, the rest maybe I went to a hotel and I was very hungry and I eat expensive food coz I'm not able to wash the utensils and I had planned that I will spend 50 shillings.

R9: There are a lot of chances that you spend more that you had planed like kama mimi sometimes I come to school planning to using little money and my body want to eat only

masmokie, soda , samosa and chipo like a serious crave . and im this person like if I have a crave I have to satisfy it. So I think financial management is very heard.

I: Like we are not used having huge amount of money in our accounts?

All: Yea

R10: But I think its coz we are not used to having that big amount of money, so you don't know our to spend. Coz even you are told this is for food and transport everyday to school, ukishika hivi union ani pesa mingi.

R1: Unasema wacha nikule hii kwanza then nitatafta ingine.

I: What about making decisions? Was it a challenge for you?

R2: I think most of our high schools, teachers were not there over the weekend. Maybe the people from the village who are used this kind of life. Maybe the problem is on choosing of company.

R3: Me I think I'm still consulting my parents about any decision I want to make.

R4: I feel I should not tell my parents of what I go through coz of the high moral values that I have set at home, they know me as a church person every Saturday and here I take some beer occasionally. Like sometimes you have to move with the crowd to "bashes" and attend someone party.

R5: Even me I cannot dare sharing my challenges with my parents.

I: So is it true that some have been influenced by peer pressure?

All: Yessss.

R6: For example in the mode of dressing especially those that come from the village. For example you find people wearing funny clothes and uncombed hair and you start behaving like them.

I: Any other challenge?

- R7:** The guys have a problem of not pursuing the future but instead only think about today. That is why here in campus they will go rampaging with someone future wife yet they expect to get perfect wives in future.
- R8:** Men don't have many problems but even those that have they keep it to themselves because that is how men are created. But not all men are beast. Another problem affecting men is the society where men are neglected hence it becomes difficult to become a man. I think what men are facing mostly is that we have been disregarded.
- R9:** Men don't cry and therefore when they are in problems they indulge into drugs here in campus.
- R10:** Apparently, here in campus ladies are involved into drugs more than men and therefore there challenges of drugs abuse here in campus especially girls.
- R1:** I think the solution to this is this is to take genders equal and not concentrating much on the girl child.
- R2:** Another challenges facing first year men is gambling, where they are given pocket and they put all of it into gambling. So I think the solution to this to tame gambling.

FOCUSED GROUP 2 (F G2)

- I: Question1: Comment on the guidance and counselling and career development program in secondary school in preparing students for university education.**
- R1:** In high school we were told we should learn to manage our time since in the university nobody will be following us around telling us to do this and that so I think we were kinda prepared to be to have the value of managing time. Yea.
- I: Like you used to manage time on your own in high school?**
- R1:** Yea, we were we were told we should learn how to manage time on our own without being followed.
- I: Were teachers following you up in your high school?**
- R2:** Yea, you do your duties, the teacher ensures you have done your assignments, your duty, yea.
- I: So did g/c help you to know how to manage your time when you go to university? Or in general, how to cope with university life?**

R3: Yea, hiyo part ya time, we were prepared.

R4: I can add, eeehh mii yangu ni the part of career development mostly, I will not talk much about g/c, but for career development I can remember when I was in form three, there was this person who used there were these counsellors who used to come, mainly about about career, they could talk about career and mostly about aaaahh.... Different careers, their clusters points they could bring us sheets, tunaambiwa tujaze, tunafunzwa kuhusu cluster points, aahh... the subjects that are required to do a certain course. Mmmhh... it really helped coz hapo ndipo nilipata the course yangu yenye nafanya campus, because after.... the person could come bring the speech, aahh... ungemet na huyo mtu latter, tunapatiwa like 30 minutes you go and speak to that person, umwelezee what you are good at, and through sharing with that person anakwambia you, this course will fit you. Sooo, personally ilinisaidia sana.

I: What about g/c?

R5: Aahh... guidance and counseling mostly, ahhh... it helped in terms of social relations, in terms of kurelate na maabeshte nililearn sana hapo because sometimes unaambiwa ukikuja campus, you meet with every tribe, as in every linguistic group, as in kila mtu unakutana na yee campus. So if you lack the skill of relating na watu, itakuw angummu sana, so personally ilinisaidia story ya kurelate na my fellow peers.

I: So the g/c in your high school was effective in preparing students for university life?

R6: I can say so ilikuwa na two types, kulokuwa na guidance yaa.. na leaders who were guidance and counsellors who were Leme call them like peer counsellors, then kulikuwa na another group of walimu who were peer counsellors. So like us the the the peer counselors could meet, they could help people, wanaongeshea wasee kwa class, they could move from one class to another and then if you find a critical topic kwa hiyo discussion, we could take to counsellor teachers. So we could come back for example we could organize in a week kitu kama Wednesday mostly ama Thursdays in terms of classes like form 1 kando form 2 kando, then we could discuss our topics then we could be told on how life is out there.

R7: According to me it was not effective.....

I came to know of them when I was busy when I was trying to work out the way forward. That the time I come to know of them yea.

R9: For me I didn't know even the course I was to select. Even I didn't know about clusters. In fact I was reading the course I was just reading the name, but I wasn't..... I didn't know like there was there was something like clusters and grade comparison to make sure my course matches with the grade. I even ended up choosing a course that had low cluster points. Yea.

R 10: I think I will support both of them, and in career development program I don't think it was that effective in my school, like take for example , they used to take the top 60 and take them to open days in universities like KU, UON or Strathmore. So like you go with only two teachers, when you arrive you are told, go and explore. So unapata watu wanaenda tu canteen, kuangalia tu buildings, kuangalia tu watu. They won't go to those.....they won't go tooo.... Hawataenda kutafta mahali waeza saidiwa kicareer wise.

I: **And no one who was there to guide you like has been delegated that job of taking you round?**

R1: Yea no one who was there to guide us. Teachers like were left in the bus, or they also straw. So by the time you go back to school,chenye unaenda kuambia wasee ni kubamba, ulikatiwa, alafu so among those who had gone mtaambiwa mmoja aandike report with the help of the teacher.so you see like its only one person mwenye aliweza kusaidike , the rest was just a waste of time. By th etim ewe were selecting our courses, it was very difficult for us,we don't know what we are choosing, we don't know what are cluster points or even how to calculate .so wenye walikuwa wameachwa wanakuja wanatuuliza na si mlienda KU, na mliambiwa aje?hamjui kitu. So I think..... it wasn't effective.

R2: Okay on the career point, I think our school was effective. So we had master, we had a career day, it was part of the term dates. The career master would organize people from KU the big big universities, they would come and give us a talk, and by the time we were choosing our courses, I think we were well prepared, I knew about the clusters, the schools like school of business school of education, we were well prepared on what we want. Yea.

I: **Any other comment for question1? QUESTION2, are lecturers available for consultation by students?**

R3: Me I think the lecturers are not available for students coz most of the time, unawaonanga tu time ya class (you only see them during the lecturers) then after that they are gone. hatakama uko na shida you want to see he lecturer you wont find him, because alikuja tu class akafunza akatoka akaenda (even if you have a problem and you want to see a lecturer you cant find them because they teach and go), saa if you want maybe if you have aproblem and you want to see the lecturer huwezi muona. Unless kama class rep anajua mahali lecturer huwa, the rest of the class don't know where they stay or go after the class. So even if you have a problem you cannot consult the lecturer coz hata hatujui mahali wanakuanga, so they are not available for consultation.

I: **Meaning there is a very big gap between the lecturers and students?**

All. Yea.

R4: Okey I will aslo support her coz malecturers nawaongana tu time ya class, hatat sijui mahali wanakuanga nakeza tumwa maybe like na mtu..... I even don't know their names aprt

from Ondicho. Sijui hata mahali anakuanga, namuonanga tu class after hapo sijui mahali nitampata. So they are not there for us, and we need them.

- R5:** Ahh okay for me, have never been interested in seeing a lecturer so sijawahi fikiria kwenye nitampata, maybe there those students who are in need of lecturers maybe they go looking for and they get them. Yea.
- R6:** For me, the answer is no, but it depends on the lecturer coz like our lecturer last sem, HRD 101, she used to stay, like if you have a problem you will get me in room 29 in school of human resource and if someone had a problem you will go and get her there. So, it depends on the lecturer.
- R7:** We have another lecturer who is always available for consultation. I think they are only a few lecturers that are always available for consultation, like 2 percent of lecturers are available for consultation. So the students lecturer relation is not there so it becomes very difficult for some students because once they teach they are nowhere to be found, it's just class relationship.
- I:** You said they have not created a conducive environment?
- R7:** Yea.
- R8:** For me, I can say that the lectures are not available coz even in class you find that some lectures don't want to be asked questions. Like even in first first lecturers would come to class and tell you ujue mimi nimesoma kukuliko (know that I'm more learned than you) so you can't ask me questions. So you are like this guy is sounding so....you wonder now this is the first day, how will you even ever ask questions. This relationship is then affected and the gap widens.
- R9:** Okay, naeza point atleast vitu tatu atleast kusema tu ukweli, sijakuwa comfortable nazo personally like for example yes they are available in that room like room 34 or any other room lakini attitude yake sio poa. Yes uko na shida, haelewi kuwa wee ni 1st year you are not adopted to the system so ukimwaproach, kuma vile tu anakubeba na anasume umekuwa for over like 6 years like ukimuuliza kitu anakujibu na attitude mbaya like kwani you don't know, kwani you were not oriented? Hizo staff kaa hizo so hata attitude yao ya kuusaidia si poa, it's not that pleasing. Hata hiyi motisha ya kwenda next tiem hakuna. For example kuna incidence nilikuwa nayo last time personally, nilikuwa na shida na maunits. So like nikakuwa tu discouraged nikaenda tu kwa lecturer mwingine. So most of them hawakuangi na attitude poa, when they are approaching, their manner of talking is also not good. So unapata hata wewe mwenyewe hauja wahi ona huyu lecturer. So hakuwa anajua the lecturer, hakuwahi muuona hata kidogo, akaulizwa who do you want to see? Akasema I want to see this lecturer kumbe alikuwa anaongelesha that same lecturer, akamwambia ooh you go and come after 30 minutes. Na kumbe that lecturer alikuwa anaapproach was that same lecturer alikuwa anatafta. So like kuna that challenge sometimes lecturers nikama hawana pyche ya kufunza, hawakujangi unapata

anapeana tu notes, handouts, go and read this , hata hiyo time ya kuinterrupt nakujua lecturer vile ako hakuna, is this person approachable hakuna hiyo time coz hawaattendingi almost all the lessons. But it also depends on the students. Juu unaona mtu anatumia free time yake the whole day yee anajua akishamaliza lecture ni hivo hadi next week time ya hiyo lecture hatawahi fungua kitabu so hata time ya kuconsult hakuna. But not all lecturers but majority.

R10: Maybe I can add something, I don't think they are really available for consultation because some of them will tell us, if you want to find me come this place, but then when you go there you won't find them, you get the door locked or you get someone else. Maybe they can tell us the exact time when they are sure they will be in the office.

R1: Mara wanaenda lunch mapema, unaona mtu anakwambia 8-11 unapata unaenda 11 ashatoka eti ameenda lunch.

R2: Wengine unaskia after the lesson wanaenda to another university, so kuwapata ni ngumu.

I: **Any addition for that question? We move to the next question. QUESTION 3, how do you use your free time in the university?**

All laughed.

R3: For me, I like watching movies, so when I'm free, mmhhh I watch a lot of movies then after that I sleep, napenda kutembea pia.

R4: After classes when I have free time i watch movies, visiting friends, going out for walks and listening to music yea I think that all.

R5: Sleeping, eating and taking photographs.

R6: For me, I like sleeping a lot so any time ninafree time ama nikiskia tu lesson imebounce I'm very excited so I just go to sleep.

R7: During my free time I do assignments, by the way huwa nafanya assignment in the library okay if I missed a class I copy notes they took and sleeping, na zenye wamesema.

R8: For me, napenda kufuata series, saa most of the time kama si series nawatch tu movies, so very little time inatumika kuvisit friends ama going to the library.

I: **So you allocate less time for academic work?**

All. Yea.

R9: Mi huenda tu kwa wifi, ingekuwa poa wangetuletea kwa hostels.

I: **Ehhh!you are all good students have not add anyone talk about clubbing?**

R10: Kuna wenye just go for bash, go clubbing na kuna wengine husoma.

R1: Some are entrepreneurs so they do business during business.

R2: Others use their free time to cohabate. Its obvious here at main campus some first year students use their free time to cohabate.

I: **Okey we move to the next question. QUESTION 3. How informed were you about the course to which you were admitted for at the university?**

R3: Okey me I was not informed, I had difficult in selecting the course so I was going through all the programs checking the one that can fit me. So I wasn't informed atall I thought it's a good course because of the name but it was not like I expected.

I: **You just found yourself there but you don't know what it entails?**

R3: Yea.

I: **That name is?**

R3: Criminology.

All laughed.

R4: For me it was aaaa....i had abait of a clue , but the perspective that I got it was that its not a male course so you are like kwani what are male courses and which are jthe female ones ? so only to com eand realize its not about that, so got confused to realize that I might be on the wrong course only to find out that its not wrong.

R5: For me, I knew a little bait about my course I consulted before choosing the courses but I thought the orientation will help me understand alitle bait about my courses but unaenda (you go)there so many people in the hall wengine wanalala (others are sleeping), others are talking, you cannot even hear what they are saying. It was not effective and then they were not even talking about our course so unajua (you know)about your course as you continue with the course its self.

I: **Are you aware everything about your course what you are expected to do before you graduate and the number of units?**

All. Nooo.

I: **So there is a problem in terms of the preparation?**

All. Yes.

R6: I would say I was not prepared by the time I came to the university to do the course that im taking, I was so confused .okey im doing business manangemnt and I did not do business in high school. So I was feeling bad, sikuwa tu najiskia nah ii course I tried googling it, I couldn't understand what they were saying, but after attending some lectures, I came to... okey after nimesosoma, I came to understand what it entails.

R7: Mmhhh.... I knew about the course, eeeghh juu my first choice when we were choosing, I chose actuarial science, but due to the cluster points, the hih cluster point I couldn't be

taken, so I was prepared for my course I wanted, I consulted with my career master as we were selecting, and he advised me and what jobs I can get, I knew what to get, and our lecturer kinda advised us on the jobs we can get. I think I was informed.

I: Question 4, in your own opinion, how would you describe the orientation program and how effective was it?

R1: In my opinion, I think the orientation program was so poor, like it was so crowded, students from all schools together and if its like school of business, they talk about it in general, they don't talk about the specific courses. Yea and also not enough information was give. I would suggest next they do it as per the school and also department so that students can be in a position to ask their question.

R2: I did not attend orientation because I arrive late. So think the university should also consider students who report late and also prepare something maybe at the middle of the semester or second semester.

FOCUSED GROUP 3 (F G3)

I: Comment on the guidance and counselling on career development programme in secondary school in preparing student for university education. How guidance and counselling was was is it effective in preparing us for university education that is career development programme and guidance and counselling were they effective?

R1: Ok to some extent it wasn't that effective you find teacher in high school they are exaggerating too much but on your arrival to campus you find things are different from teacher was saying.

I: Like in what case.

R2: Ok. You find a good example is when the marks you are supposed to lead in a certain course and the teacher hide the marks and when you reach the campus you find its low or to some point you find the teacher gives you a low mark but the time you reach in campus its high. Yah

R3: Something to add on this some teachers were giving us courses which were not offered on campus that is some teachers wanted us to do some specific courses which they saw best for us which were not inlined with what we wanted to do so most of the careers guidance in high school it was not that much effective

I: So according to you guidance and counselling offered in high school was not effective in preparing student to transit to university?

R3: May be I would speak on part of my school with all high school I cannot generalize but my high school wasn't effective.

R4: In addition to that my school like in my school we never had a good career choices we we're not taught on how we should go and choose your courses but at last we were given

some but it was so brief from may be those student who came from university while they came for our rallies or they just came to our school for just alumni or if there is any function at school.

I: Ok, another comment

R5: Ok another comment is that you find that when you are being counseled on what career to take the teacher was counselling you according to the job opportunities available and not according to your passion that you are going to do.

I: And what according to your capability?

R6: Yah the teacher advice you according to the job opportunity available and not what you yourself your passionate to do.

I: Any comment question 1? We can move on to question 2. Are the lecturers available for consultation by student. Explain?

R7: Lecturers are not available I can say since I entered Moi university I have not seen any lecturer past 5pm they usually go home at 4pm and you see them again tomorrow at 8am so they are totally not available for consultation.

R8: In most occasion lecturers are not developing consultation since that the time you see them is when they come for the lesson immediately they are done with teaching you they drive away for home.

I: So does it mean when we compare our university with the high where we are coming from there is a very big gap between us and our lecturers as compared to high school?

R9: Yah yes there is a very big gap because the lecturer only appears at the time when he or she is coming to lecture but for high school the teacher was around all through

I: Any addition ladies please make the discuusion lively so that I don't have a group only for boys. My presentation will not be good. Question 3, how do you use your free time in the university?

R10: According to me I use my free time to do research , to read story books, to chat and also to do assignment

R1: Aaah my free time if am not in the library am somewhere using wifi.

R2: Ok my free time mostly weekends I enjoy travelling to town and sometime hanging around with girls going to the falls that is waterfall down there ,sometimes chatting and doing a little research and some passing activity again washing during weekends. Those are the things I do during my free time.

R3: In general most first year student i can say they do travel” kwenda bash”(attending parties) during free time mostly weekends because we are free we don’t have lectures and hanging around.

I: **So from Monday to Friday you don’t have any free time?**

R4: May be it depends with which school like our school med is somehow fixed yah because lecturers normally come one after another so you will find your free time only at night and night you can sleep so weekends ni kubambika.(having fun).

All. Laughed

R5: Ok you find that during their free time in most occasion you find that majority of the student going to party around ..yah and those who are not involved in sports you find them in their various fields or courts playing basket ball or if that football, for those who are watching football you find them they are in football theaters, for those who are watching movies you find them in cinemas watching movies depending on where your interest lies . so during the free time you find the student doing something depending on what their interest lies yah if its about the parting part of it you will find them in clubs, if it is about watching movies you find them in theatres or in their rooms watching movies. yah

I: **And what about cohabiting. Do we have cohabiting in the university?**

R6: Cohabiting in the university” hiyo ndo sleep over”

All. Laughed

R7: Yeah it’s there cohabiting is especially during the weekends where you find your roomie is not around so you take the advantage of the absent of your roomie where you invite your girlfriend or your boyfriend in your room.

R8: And now that also winter is here with us you see winter is a very bad time to Moi so when winter come you look for where you can warm up.

I: **So we have female moving to male hostel and male moving to female hostels or how does it happen?**

R9: Yah a high percentage you find that male moving to the female hostel because, mostly female hostel they are two per room but as for the male hostel they are four people in a room so conversing the four people such that you can be alone in the room is difficult but as for the female is a little bit easier compared to the men.

I: **So where does the roommate go when the is male comes in the room?**

R10: Ok in such occasion we call it exile (forcing your roommate to sleep outside) where by you go sleep at a friends room or you find any other place that you can sleep.

I: **Ladies who is willing to share with us? During your free time what do you do?**

R1: Watching movies and going out somewhere and that's all

I: **QUESTION 4, how informed were you about your course to which your admitted for at the university?**

R2: Personally I was not informed because I thought the course am going to pursue was maths oriented and then here comes the case the first two lectures is history and I personally I hated history since back in high school so it is a challenge to me I don't know how I can put it because up to now I have not seen any calculation but I was interested with maths so I think the course I was admitted to I was not prepared in some percentage I was prepared for the course to take.

I: **Were you prepared?**

R3: According to me I was very prepared because I knew information science was all about IT but to some extent it had some theories. yah

R4: Ok to me I was not that prepared I knew being in school of arts will take me to be taking the same courses with my colleagues in the school of education ,but I never knew BA has a lot than in education so I was not well prepared.

I: **No one oriented you about what you have been admitted to do before you came here?**

R4: Yah

R5: Ok for me I was prepared for what I was coming to do but I was not expecting to do such a course.

I: **You were prepared and the same time not expecting the course**

R5: Yah

R5: Like for example I knew was coming to do education to major in chemistry and physics but I was not expecting a bit of communication skills and how to use a library so because I was being taught what I already know it was like repeating what I know.

R6: And in general how do you see first year student are they prepared for whatever courses they are invited by the university to partake whatever courses they are admitted . Do we have cases student moving from one school to another like they are not settled .

R7: Ok you find in most occasions high percentage of the student are not well prepared because you find that somebody wants to do something according to his or her passion but then they end up not doing it. The results forces he or she to do what he never expected so that forces the student to something else yah so the preparation for the student what is expected for him or her is very poor.

R8: I think most student who take education are prepared somehow because like if you want to take combination of maths physics you know you will take majorly on maths and physics like for us who are taking information science. I have a friend who ran from class the very

first day we were told that we are going to read thirty set books per semester and the guy said thirty set books are dead and that it sublimates and transfers to education so I think those who are taking education are somehow prepared because you know you are going to take maths its maths and some a bit of communication but if you are taken like engineering you don't know what course you are going for maybe it is electrical is it purely electrical electronics so a bit of confusion.

I: Anything else from that question? May be we can move on to question FOUR. In your own opinion, how would you describe the orientation program and how effective was the program? Provide some recommendation in relation to the improvement of the orientation program that the university offers.

R1: I attended two orientations, the one by the vice chancellor and the one for the purely school for education that one was like an introduction not orientation the things we were given as orientation were introduction like Moi is like this not being told that this is what is offered so most part for orientation for me was introduction.

R2: It was not effective.

R3: Not effective.

R4: For me the orientation was very effective because they told us the requirement needed to do like what time you are supposed to attend classes you should not miss classes then like it was effective.

I: What made it effective according to you?

R4: The advice the requirement we were told to like to meet

I: Did you attend all the session?

R4: Yeah

R5: I did not attend any orientation.

I: what made you not to attend?

R5: Ok I did not attend any orientation because I thought here was like high school where if something wants to happen they ring bells so I was sleeping in my room waiting to hear any alarm yah.

R6: To some certain extent the orientation wasn't effective because you are just told the obvious thing what is expected to you but not what you yourself expected the in depth analysis of what you are supposed to do so we were just told the obvious thing that you should not cohabit, cook in the hostel yah the rules and the regulation but not the in depth part of it.

I: So according to you orientation was not effective?

- R7:** Yah. Orientation dint help student to understand better on what they are coming to partake in the university.
- R8:** Orientation programme was not effective because it was about the obvious things .
- R9:** I attended that orientation but it was not that effective because some rules were just obvious and some are not kinda not effective. To some extent but for me it was just the obvious thing we were told.
- R10:** Ok to me orientation was not that very effective cause everything I was told there is what I already knew so I dint see why i attended them all things I was told I already knew so it was not that very effective.
- I:** **What are some of the recommendation can we give because now the largest percentage of us they are talking of the orientation was not effective to them so what are some of recommendation can we give may in future to be considered to make first years all to attend orientation without fail?**
- R1:** First it will be good that the obvious thing to be reminded and two the in depth thing which the student opt to know pertaining with their courses and their stay at the campus should make known to them and should be lively like some rule should not be just on paper like there is a rule here is called ten to ten those rules we were told but they are just on paper there if the university can take a chance to make those things effective not just on paper it will be good and that will be done on the orientation part.
- I:** **Another recommendation?**
- R2:** Ok the incharge should consider those areas and challenges that student first year go through so that while carrying out orientation they make the first years aware of what is inside here.
- I:** **Did you like it the way orientation was done? overall that you were seated together the old first years were you comfortable with that or you would have wished it done in another way.**
- R3:** To some extent was comfortable being that the orientation that was done as an overall part of it you find that you interact with different people from different backgrounds such that you also learn about the expectation of what your friend is expecting of you or what he or she is not expecting of you yah.
- R4:** The orientation as much as it was done in a one place that we all be brought together to share I think it should be something done on a regular basis not just once because we were told that we will meet the vice chancellor once and the next time we will meet him will be at pavilion while graduating I think the orientation that should be done at a regular basis that student are reminded and being told of the new implementation and what they don't know.

- R5:** Like there should be a follow up. Yah a follow up and if there is anything new we should be told about it.
- I:** **What about the environment were we oriented about the environment we are ,where the classes are ,where you are supposed to attend the lectures about the time table were we able to read the timetable and identify our classes ?**
- R6:** Aah we were oriented about the classes some of us we were told that school of education was somewhere here only to realize that I had to walk a far distance every now and again to class and then two the timetable is kinda complicated to read because some courses are missing in the timetable and some courses are also just there not to be taught. when you ask the timetable, he tell you to fix, and fixing become quite a bit of a problem but when they were doing the orientation they never talked much in that
- R7:** On the environment; we were only told this place is cold n we have confirmed its cold. And we were also told the hostels were quite good only to realize it's a mess up. The condition of the hostels is not quite good as per the orientation that we were given. There were kind of false assist that were made. There were false assist there.
- R8:** For the classes part of it, the orientation of the class I personally i was not oriented on the class. It was just on the personal basis where by being that I had a friend that was here before so that friend of mine was the one who helped me on course selection, "so he is your peer ?"Yea. That is the person who helped me and not the classes and how to operate certain stuff within school.
- I:** **QUESTION 6, how informed are you in the terms of support services available in the university?**
- R9:** Support services? Which kind of support services are this ones?
- I:** **To start with, do we know what support services are? If we don't know even, I don't think we are informed about them. We have hostels, we have catering services, we have security, we have dispensary, we have deans office, we have chaplaincy, we have career office. Do we know where this offices are ?**
- R10:** I don't even know if some exist, if you talk of security: I have never seen any security guy around my hostel. I have never seen any. The one for mess is the one for catering? Those caterings aaai wacha hiyo ibaki story.
- R1:** For the support services we were not well informed about them because we even find, because as in in general the student they even don't know some of them, they are inactive. A good example is the catering services, we have got the mess part of it, but they don't even work totally they are closed all the time. The last time I saw the mess opened was the first week while I was in school from there after i have never seen a mess working .more over the career department you find that whenever you go there for consultation the office is always locked so you are wondering where this person going to. The hostel part of it you

find that the interaction between you and the genitor house keeper is a bit kind of well, but one thing that is making it ineffective is tribalism when you speak a different language and your name spots a different name you find that you and the genitor you won't be in good terms, yea.

R2: Some supportive services like the maybe mess security are not that active but some are active, but some are active maybe like that like for career and hostel.

I: **How is the hostel active?**

R2: Because if you go the house keeper and say something like the whatever the kitchen, hizo mapipe za kitchen have popped, they just come and clear the mess

R3: Some of them are not active like for the example; in the hostels we were never told that if you have never submitted some documents you will be fined so you will just go to the house keeper and tell you that you have delayed with this document so you have to pay fine and you were not aware about that.

I: **Security, dispensary guidance and counselling are they active are they effective are we informed about them?**

R4: Some are not active, some of these support services are not active , and majority of them I don't know where the offices are like if you ask me today where is the office where they do guidance and counselling I was told I was told is somewhere around the student centre I have never seen it. The dispensary is quite good ahh it works well, dispensary its quite good and something to do with the one for the office of the dean if you want support there is kinda a too much of a procedure mara you go look for a class rep representatives if you have a problem your problem goes through a lot of channel before you can finally find help so if they can see a way of reducing that channel that channel of communication it will be much easier.

I: **Like you would wish 1.if one has a problem can go,can approach the dean directly without thorough the procedures?**

R5: Yea if you have a problem you can go to the dean directly without going through the class rep, or then the class rep look for the course rep then the course rep looks for mara the ...there are just soo many of them.

R6: I think that some supportive services are available its only that some students fail to consult like fail to look for those services for instance like guidance and counseling you see some students fail to go and seek some guidance so they feel like those counselors they fail to attend like they can't make to attend or they can't make to attend all the time to be there and no students are there for guidance so they think they find it hard to come every time for guidance and there is nobody is give guidance. And according to the ...

I: According to you do you think that students are informed, or could it be like that students are not informed of this services that's why they don't go they don't visit those offices?

R7: They are informed its only that some students are being ignorant

R8: But even if some students are informed, I feel that most of us are not informed and majority of us learn from peers.

I: Chaplaincy?

R9: Chaplaincy the which deals which deals with matters of religion. Ok for the chaplaincy I guess it is perfect but then the problem is you find that the rules and regulation of religion they are too tight and most students cannot cope with the rules so you find that the student do not interact with the chaplain or the religion part of it just because of the rules.

I: So rules act as the block for student they fear facing the chaplain?

R10: Yah cause involves you find that chaplain say involve the commandment of the bible and then you find most student are breaking the commandment so you find it difficult for you to interact. Yah.

I: Anything else?

R1: For the chaplain we only see them on Sundays that is the only time I see them I don't think they have a office.

I: You do not know where the offices are ?

R1: Yah because I am not informed.

R2: I think on this issue of student being informed on the service I think it is the responsibility of the student because you find most of the time the university tries to put some posters like recently they post a poster on the security lines so you can pick those number and incase you have a problem you contact the security officers then you can also look up for time to walk around the admin the offices of the deans and the vice chancellor office so that if you have a problem you can comfortably walk in there.

I: Are those people available in those offices for consultation?

R3: There is a day I went to the vice chancellor office but I reached only 20meters from the office the security is very tight

R4: How to be informed communication is very difficult since they usually use posters on the student center so you find it hard for student to go and see the poster they don't have time to read the poster that is like you cant communicate with every student and student don't have time to read the posters .

R5: Like you feel the mode of communication is not the best.It is not the best I think so.

- R6:** You know every person has got the church you go to so you cant be in good term with the pastor or bishop sometime you see that the rules are not the same as your church so you just ignore them .
- I:** **QUESTION 7, what were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?**
- R7:** Let me begin one challenge I encountered the fact that this place is called a university next it is universal and I would not understand the reason why someone will use his local language like there is a day I went for some consultation services at the administration block and when I go to the office those guys over they were speaking their local languages so I don't if they were gossiping me or discussing their matters so I will prefer that it being declare that this is a university and the language approved should be made known if someone use his or her local language let him use it at his home place not this place because that was one challenge encountered but I have learnt to live with it.
- R8:** Another problem for the interaction between student you find that students are drug addict so to cope up with them is a problem so I would rather prefer that we have security officers within the hostel operating now and then so as to curb those who are taking drugs in their room cause you find someone smoking bhang and you who is not taking bhang as a passive smoker you are being more affected than the active smoker and that you also find other student bare untidy totally untidy yah so I also suggest that you also find in certain occasion where by when you bring out the matter or take the matter to the house keeper the house keeper tells you to keep up with it .
- R9:** They can do nothing about it they just tell you to keep up with it that's where the problem lies. Another problem between the student and the supporting staff is tribalism that is a major factor here you find that in most occasion for you to be attended the first you must be speaking of the same language so you find it difficult interacting between you and the supporting staff. Also another problem between the student you find student walking according to classes.
- I:** **What do you mean according to classes ?**
- R10:** Ok the first class, second class and third class basis in terms of riches yah kind of staffs so you find it difficult interacting with somebody from a rich background and let say you are coming from a middle or a poor background you find it difficult because the languages they speak is in terms of money yet it cannot reach that portion.
- R1:** So if have a roommate who comes from a richer family than you you are feeling insecure or uncomfortable because he or she brings friends from the same class.

- R2:** Yah kinda being that you find a roommate from a rich background and you are from a poor background you find it difficult interacting with them because most of the times things that he does are beyond your reach so there is where the difference is coming.
- R3:** Just to add on the interaction between student and student some student are just hard to cope like I have a roommate I will be honest, I have a roommate who is very untidy and each time you try to help the roommate tries to postpone he doesn't want to tidy up like for example in cook the next time he washes the plate is the time when he is hungry and if you try to help it will be like raging war he is just uncooperative.
- R4:** Ok interaction with student with another student you find other students are influential like my roommate likes ladies, so every time he comes with ladies and they romance when you are seeing there so you also have that feeling that you do the same, then another thing interacting with lecturers other lecturers being that they are professors they think that they are supernatural extraordinary they want to be given respect that they do not deserve they want one to bow for them I think I went to address my issue to a certain professor and I forgot to call him professor he never have something to share and being that call him mr so and so that's the end of conversation and administrators are somehow they are not helpful because you go to the deans office you find there is too much tribalism you have to queue yet it is a something that can be done in a second you go to the admin you find they speak the same language now that they are employed in their own areas then they discuss among themselves first then they give you the feedback then they will not actually respond to that question.
- R5:** May be to me it is all about tribalism and who is known better to the supporting staff and administration because if you are known will be supported and tribalism the same
- R6:** Ok it becomes difficult to interact with others because most of us comes from different backgrounds may be you are eager to interact with the others but they are not willing to interact with you so the people who interact with are the only people in class or people from the same school or you came from different village or others from the same church and those are the only people you can interact with but the rest are even do not answer you or may be they can harass you also administration is sometime difficult because you want to be assisted may be you don't know how you will do may be if you are addressing the professor instead of listening to you he or she pay attention.
- I:** **So it puts you away from them?**
- R6:** Yah
- R7:** Interaction between student is difficult for example those male student they like if you like interacting with them they are just after relationship so if you feel to agree with the accept the relationship they just end the you cant accept they just hope interacting with you hatred they just hate you.
- R8:** Like majority of the male phrase that they would like to have you after sex

- R9:** Majority are just after relationship or sex mostly male student they have the mentality if they approach a girl all about relationship it is all about I like you. So it becomes difficult interacting with them because you feel that they are going to approach you
- R10:** Not that am fearing I know that they are always approaching me and if I feel that it is they don't like me cause I have refused to be in relationship with them
- I:** **And how comfortable are we with our roommate do we have challenges from the rooms from the houses hotels?**
- R1:** From the room one challenge would be some roommates are untidy for someone who is clean and you find a roommate who is untidy then you try to correct then two some roommate were never taught communication in their homes some just don't know how to communicate and respond and currently the block that we live in the opposite room is like someone smokes as who are on this other side each time we get out we usually suffer sometime you cant spend time in the hostel someone smoke on the other side it makes us smokers because we are now becoming passive smoker so someone smoke in the globe it is very bad .
- R2:** According to me the hostel and sometimes the they are very dirty especially the toilet they are very dirty you must flush but some student cant flush after the use the toilet that's the problem.
- R3:** Ok another concern I would like to make it is about the interaction between the administrators, supporting staff and students, you find it is difficult because majority of them they are always never there, so you interacting with them is very difficult because anytime you go to the office you find it locked and for you to find them is once in a while maybe even once in a week.
- I:** So you might be having a problem but when you go to the offices you find it locked and those cases about the drugs are the securities aware?
- R4:** As much as the securities are aware the problem is corruption once the students gives the security something the security officer won't do anything yah so that is where the problem lies.
- I:** **The other one was about the issue of cohabiting do these student agree like now today I will go to exile or you are going to vacate?**
- R5:** Ok in such a situation you find a number of times it is forceful being that you cannot cope up with somebody let say somebody is in your room with his or her girlfriend or boyfriend you find it difficult so you force yourself outside and others who are genuine enough will tell you today am bringing my partner in the rooms so you have to excuse me for a while, yah
- I:** **Do we have challenges of finance financial management?**

R6: Yes I think we have a problem on how to manage our own finances like you are send 10k then you just misuse it in one week just take girls out just buy drugs most student but I would just advice student to get some advices to be somehow economic yah we plan with the little we have you can just plan to use 100 per day but there are luxuries thing which are not important yah only major on the important things and another thing I want to on the exile you find that some student are just immoral they don't inform you then they come late like 10pm and they come with their partners they don't talk and they start their business then you don't have a place to go because you dint inform anyone so you just have to persevere you sleep at the sleep is not there.

All laughed

I: Time management?

R7: As for time management I think this on a personal basis in the university it is you as in you are yourself keeper there is nobody to push you up to wake up that is in your personal basis yah and you find that most student are lagging behind because they are being used pushed and that is one of the greater problem in concern with the next question that is one challenge being that you are from high school to campus where by in campus you do what you like in high school the teacher pushes you yah that's where the problem lies

R8: Like majority of the first year student normally they have a lot of wasting time.

R9: Yah you find them they are not aware of what they are supposed to do and one major problem is procrastination that is postponing once you procrastinate something you will never do it yah that is what it is affecting most student especially the first year student. Yah

I: I think we have not answered the last question in which ways do you think that the school or other stakeholder did not prepare you for the challenges experienced.

R10: What we were told that this is university and everyone does whatever he likes and the end of the day no one bothers so that mentality we were given that here everyone has an id so you can do what you want that was where.

R1: I think people are just prepared it is only due to negligence because we have rules that are covered in the university and every student have his or her copy so it is only negligence going through the rules because we are not told to smoke in the hostel cook in the hostel but that becomes opposite you just find student cooking in the hostel I can say in my opinion that people are prepared because by getting us those copies you can go through them because we cant have campaigns now and then telling student not to this and to this.

R2: Like the challenge of cohabiting that states from 10pm no opposite gender should be found in an opposite gender hostel.

I: Are those rules followed by the university?

R3: I think the university are not following.

I: **So according to your opinion where do you think the problem is it for the student or the university ?**

R4: The problem majorly is the university yah and we cant blame the university as such because the student are also to be blame..Aah the problem will lie on both side one the university two the university that is not laying much effort on the rules the student take advantage to break the rules.

I: **Any addition? Ok move on to the QUESTION 8. Outline some of the challenges encountered in adjusting from Secondary School to university with examples based on your experiences.**

R5: One major challenge that I experienced during the transition is that I had to much expectation in campus from the story you have heard that campus is like 7th heaven but then reaching in campus I found something totally different the rooms were pathetic totally pathetic yah you find the washroom they are untidy yah so those are some of the challenges that I face another big challenge is time management as the same way in high school where by you are being pushed there is a bell but reaching in campus the time is in you you are the time you are your own timer so you do something according to your schedule. Yah

R6: A challenge from may be secondary school to university I used to work under some rules this time, you need to do this then when you come to the university there is no rule I am such a student who was I think I was giving my teacher a hard time I was being followed up but here in the university no one is interested even my friend can't ask me whether I have done my assignment sometime I even end up not collecting my assignment because I have nobody to push me yah those are some of the challenges.

I: **Like some of the student have not learned to depend on themselves?**

R7: Yah it is very difficult to on how to depend on your own because high school you were depending mostly on teachers.

I: **And assignment do student do the assignment or they copy?**

R8: A few student do assignment but the rest could take from them so a few do for the others it is called degree ni ya harambee .But majority do copy paste only a few attempt

R9: Ok the challenges facing is all about the time you do your own things and may be when you are taking your meals when to go for class at times we are not informed if there is a class sometime we may miss classes. yah something of sort.

R10: Ok the only challenge I experience is that most of the times classes are posted on the group if you don't have a whatsapp you will not be able to know if there is a class or someone to tell whether there is class. Like the means of communication about classes again is not done the right way. Yah .Because not everybody have a phone that can access whatsapp

- R1:** Yah because some classes may not occur someone may fix yah specific time so if you don't have whatsapp you cant access other challenge is that if you don't have a phone that can do research you fill that you must copy some assignment.
- I:** **Like our library doesn't have enough facility for us to research?**
- R2:** As much as the library has got enough facility but then there is you must do online stuff because reading on books is tiresome so you have to just go online to be given the direct answer. Yah
- I:** **Do we have computers in the library that can be enough for student to do research?**
- R3:** As much there is computer they are not enough and you also find that some student spend a whole day in a computer so you find it difficult doing the research.
- I:** **Did you face challenges while accessing the computer in the library when we were new in this university?**
- R4:** We didn't face challenges as much because on the library part we were all oriented those guys who are working in the library they taught us what is in the library and it was effective but then like currently in this library of ours the section where it is supposed to be for research on computer its only have one computer use for researching within the library when you go there you find someone his face booking someone is betting some people take a half a day day when you want to use it you find someone is on it and per now there is none there is only one computer on the ground floor on the borrowing session I don't know where the rest went to.
- R5:** The other challenge I face is that during exam most student use their phones to copy the exam so I used to feel like to do the same they will get the first class second class I should also copy during exam.
- I:** **So like we are feeling sometime influenced bad things by our other friends because you want to fit with them?**
- R5:** Yes
- R6:** Ok since we are human beings when you see someone doing something you will also have the urge to do it. Yah.
- R7:** So sometime majority of student they want to be honest with what they are doing but because they can see what is being done by others they also want to do the same is that so what else
- R8:** I think some student they have peer pressure like if you see some girls with some expensive clothes you also feel you should also wear if you are from a poor background you want to have some boyfriend that can provide, can take you to lunch so the main challenge in campus it is only that the boyfriend takes you for supper for lunch. Yah.

I: So we are influenced also to have them so that we can also fit in the class where other girls are may be . Any challenge facing ladies or men first years in general?

R9: As for the male part of it is such matter of drugs that is mostly influential for example if your roommate is smoking you find that you also have the urge of let me try and after that you also became an addict. Another influential part of it is about relationship or let me say the intimacy part of it your roomie brings a lady and you who doesn't bring a lady you feel neglected why not me let me also bring one yah so that is where influential part of it comes.

R10: So majority of male here have been influenced into drug .Though not only men but also ladies, ladies you find them more addicted than men yah

I: Any other challenges facing student? Ok men do you think there is any challenge facing female from your observation?

R1: I think they have one challenge being seduced by every man in the university more so those who have light skins yah every wants to be their girlfriends.

I: Is that the reason as to why some are taking pills so as to be brown?

R2: Like those who are taking pills are out of market they want to come to market may they are.

All laughed

R3: May be there figures are not feeling you know men look for the shape and the color and most of them when they see their friends being seduced several times they also have that feeling to be seduced so they go for pills for slimming.

I: That's peer pressure anything else? About the challenges first year student are going in the university a general overview.

R4: Ok another one great challenge also faces us all is the influence by other years being that you are very green the other years take advantage of you by misusing you. Yah.

R5: Ok let me say this may be girls do face challenges like may be someone to be with and insist to be with you like such things and they start like look at this girls sijui anajifanya. Yah

You have something? So I would thank everyone for participating in the discussion. Blessed evening to all.

FOCUS GROUP 4 (F G4)

I: QUESTION ONE, comment on the guidance and counselling and career development program in secondary school in preparing students for university education.

- R1:** I can give a comment like in our secondary school, the guidance and counselling we used to learn some concept which I have come to know here some aspect like where to start in relationship, we have HIV/AIDS. We also have social perspective part of a student I have also come to realize it here, so I think it was in effective in our school like the in the issue of participation. It was somehow because some student they are afraid to share their views so that could make some not to be more involved even some could not be busy even in guidance and counselling some students are not attending the guidance and counselling session they prefer the study section than the guidance and counselling perspective and then when we come to career program we used to have career weeks like we have in KU in UON like you know they selected a few student who went to participate in this career the top performers the student leader like the those ones so you see it is only those who will go to campus like a large percentage will go so you see it will affect those who didn't go they don't know some aspect some careers about how can they choose their course how can they settle their learning because their career planning was selecting for a few.
- I:** **So from your own opinion do you think it was effective in preparing student now that not everybody got an opportunity to go in KU or to Nairobi for those career weeks ?**
- R2:** I think it wasn't most effective because it was for the selected few and there is those few they can go to campus even those who are left behind could also go so when they come to campus the get lost . Yah
- R3:** In our school about the guidance and counselling we use to have a department for guidance and counselling. Most the time you find that those who are being counseled are those who are following a victim of something. You can talk about may be somebody was dropping out of school when she comes back she will be guided that there were early pregnancy so you know all those who are falling victim used to be guided, but the other sometime you will find that some pretending she is good in school but you will not know what she is doing back at home. So I think in school this program should be put into practice where by everybody is being guided because you don't know whatever somebody is going to do back at home. In career development, you will find that some people who are specializing on a certain field they will come and talk about their field of study. So you find that somebody is coming she or he is specializing on law so when he comes he will talk about law, medicine but they are some of the things like my course I knew it when I was coming to Moi university. I didn't know if it actually exist so there is courses even back at home you are going to do education, medicine, nursing the other ones they are just there. so you just come to school you don't know what you are doing it will take you time to change your attitude may you will have the positive attitude towards the whatever you are told to do.
- I:** **So from your discussion am getting is not all courses that we are being prepared in high school they only prepare the common courses like education nursing and medicine and law the rest are not covered.**

R4: You will come and meet them in campus and you somebody what are is doing then she tells you something different you never heard of it though people are not prepared fully because sometime you may have a vision to take something then you fail to take so you feel that you are lost you don't know even what you are reading so it takes you time to change your attitude. Yes.

R5: Ok in our school me I went actually it is was a private school where the student population was very small there the number of teacher was also very small and you find the teacher who taught us are actually students university students may be those who are on their long holiday may be those you have long holidays so the guidelines will be ile walitupatia walikuwa wanatuambia (they told us everything) everything that normally takes in the university which courses are the best to choose how to choose course at the beginning inaanza hivi (it starts this way) then at the end you may find this problem for this problem and they were telling us zile courses important courses zenye you can view a course course inaeza kuwa mzuri by the name but you see kupata kazi may be a problem to you so they advised us mtu anakuambia ile kitu amepatia yeye mwenyewe so they also taught us on how we can survive how can we do ,interact ,actually do better here so one thing we prefer is this is another place to struggle you see some people can tell you that when you come to university is a place to relax and when you come here you must work hard you must strive in school so that is how we were prepared .

I: **Did you have guidance and counselling in your high school and was it effective in preparing you for university education?**

R6: Yes it was effective because those who were guiding us they were immediate victims of university education.

I: **So like you didn't have a department for guidance and counselling or this you are talking about teachers who were coming to teach you are they teachers or you had a department in your school?**

R7: There was that department made up of teachers.

I: **ok we move on to the other QUESTION 2. Are the lecturers available for consultation by students? Explain.**

R8: In campus now ok I can say they do say if you want to consult they give us their rooms where we can always find them so I can say they are always available as sometime only that sometime we don't go as student they we always say that if you want to consult you can come to the room or you can use the class rep to reach them out.

I: **When you go to those room are they there?**

R9: No sometimes it is very difficult to find them.

I: So can we say that when they say they are in the office they just say they are available but in real sense they are not in there?

R10: Yes

R1: According to me they are not available for consultation because most of the times even when I want to consult and I knew the office of the that lecturer so after going to his office he was not around I went the next day and the next day he was having a class so after class I saw the lecturer jumping in his saloon car so am just saying they are not available

I: Another comment?

R2: May be for that the answer it can be yes or no since there are some lecturers who have classes in different campuses so it may find it difficult to find them so as to consult them

I: So according to you they are overwhelmed?

R2: May be they can be during the time of consultation they might have rushed out to a different campus may be they have a lesson there but sometime you might find them you can consult them.

I: **QUESTION 3, How do you use your free time in the university?**

R3: Ok this is the best time in fact for us we have to socialize with the other student in fact to know each other another thing if you have may be assignment this the best time you take to do your assignment before lending in the assignment especially when you are free naturally you can specialize this time may be when you have a certain friend you can look for a friend for advices from his or her. Yah

R4: How I use my free time in the university like mostly when you have free time its mostly on weekends we don't have lesson like I can spend we have church program activities even sometimes we can get involved you get the wifi's on you download songs download videos even you can opt to visit your friend you go share your time you take because sometime you can when you are lonely and you have nothing to do you can feel you are desperate you are heartbroken may be you feel so low but when you are close to someone just a friend of you you share your views you enjoy you laugh all that's is gone even when you go that's

where there is wifi you download a song you listen to it even when you go to the church program we are able to participate with the other members you find there so you find you are not lonely even another case is some mostly of us use our free time like they go clubbing parting which may misled them but when you use your free time this the time with God your friends you explore or you visit even places here here there is a place called kesses town we have the falls you can go there you visit you know you familiarize with the environment because we come from different environment so you are that overwhelmed and eager to know what happens in your current environment.

- R5:** This is how I use my free time here in school this is the time to go out when you are free you can I go walk out I enjoy I have some friends who can chat things like that.
- R6:** Me in my free time obviously at some time I used to cook during my free time if you don't find me cooking I may be in the library reading barely on weekends then Sunday am always in the church 24/7.
- R7:** I personally most of my free time I spend it in the library reading materials I like going in a deeper research may be if at all I heard in a lecture something or a book or something which which is interesting huwa naenda kuitafta na nai soma and that it is on week days then from Monday to Friday that is what I do then Saturday my free time I normally travel I go back home and spend time with my friends back home my ;parents then on Sunday am back.
- I:** **So you ,you don't have friends here or your comfortable with your friends back home?**
- R7:** I do have friends here but si wengi but I have friends to me it does not cost me to home home is very near.
- R8:** Ok for me mostly I spend it listening music or sitting in the hostel reading articles through whatsapp messages in the phone or I go out to meet my friends to have a chart or hang with my friends around the school or sometime I may come to the wifi to download music or anything or browse and looking something if have assignment looking for answers while in the library looking for materials which will help me to do the assignment. Yah

- R9:** Taking us example in Moi is see individuals ride bicycles others sometime they get out and and watch student dresses the dressing code now they keep on observing on how they behave though they want to know which tribe on the kind of dressing they have pia huwa wanaangalia vile makabila wamelelewa from their family the source life with them those stories vile wanakaa kutoka kwao those are the kind of things I do see.
- R10:** Now speaking but these are observation from relatives friends who are in the university it is something that is there most university student drink so you will find that weekends people they are in clubs around f2 do you know where f2 is?

All laughed

- R1:** It is the biggest club in moi university but there is other club like Timber signature and others so you find it is something that is there this is the time weekend after finishing classes people will go to town they club they enjoy themselves things like that some have their boyfriends they go out things like that they happen in schools.
- R2:** We have them where they go for fitness others they do normally go there
- R3:** Ok for some students like students who are officials who participate in the Christian union you find them either in the nh1 practicing for tomorrow services then you find majority of the student they do travel to go to town or home for the weekend and come back on saunday evening or Monday morning before the classes begin then you find others they do drink mostly on Friday evening so that on Saturday they do spend a lot of their time sleeping may be you can found someone sleeping until afternoon.
- R4:** I think all has being said about what we have seen around here some can hope even to go and take photos like my friend have said even others on Friday you hear some are always happy when they hear no Friday afternoon classes because that's the the time they say the weekend has started so you have people saying we vacanting out of the university compound people go out visiting their boyfriends clubbing yah then on Sunday afternoon you will see people coming in the university others go for skating yah even others going to places then they post.
- I:** **Do we have cohabiting in this university and if yes where does it take place?**

R5: Yes it is there and it happens in hostel. Sometime during weekends or on a daily basis.

I: **So they just move some people can move to others hostel or?**

R5: Yah vice versa

I: **And where are the roommate at that time?**

All laughed

R6: There is something I don't know if it is a slang kupigwa exile sasa (being forced out of the room) the roommate anapigwa exile yes you go find a place to sleep to collaborate.

I: **What do you mean with collaboration?**

R7: Like maybe you are my roommate then maybe you have a boyfriend and the boyfriend would come to spend the night in the room then you tell your roomie leo ntakupiga exile (today get a place to spent not in the room) then I know the term then I will look for a place to go and spend my night I would look for .my friend and tell her I will be in your room something like that .

R8: I can also say when the other roommate like we can have a cool roommate when we go for her boys hostel when the roommate of that hostel comes he will just understand so move out with or out collaboration no talking definitely move out.

I: **Is it right to see students in university not able to manage their free time?**

R9: It is possible in fact yah now taking as an example with those student who do watch xxx at night in the hostel with that example some of the student they do collaborate .ok I wanted to elaborate this point in other way taking as an example of me coming in to your room with my friend and in that room may be your roommate has the same character as you so if I have friend of mine can take pictures to talk with this lady and may be they get in to an agreement now we stay in the same room the exercise will keep on .

I: **So if that is the case we are going to spend in the room the 4 of us?**

R10: Yah it is possible

All laughed

R1: Yes many student here they are not actually able to use their free time well first of all there is too much free time that time its very long you can read and get tired and there is still ,ore free time yah inaishia kuwa hivyo (it ends up being that way) for the case as I am a medicine student there you may find us almost 50% of the nonresident student they are staying there.

All laughed

R2: It is like I can call it a contract marriage when you come to school you get married when you close everybody close all laughed when you come back you come together.

I: What do you think has led to that on non-resident?

R3: On nonresident may be that freedom is what accelerate it. There is much freedom, yah much freedom.

R4: Even sometime getting money is difficult people coming from a humble or poor background so let say for example let use myself I have it is an example I have a boyfriend then my boyfriend can manage to do the rent may be am from home I dint have this money he will tell me come we stay sometime we can contribute the money because sometimes that money is not there coming to school to get the willing to come to school to get actually paying the rent outside school is very difficult. so sometimes is may be 5000 per month as you cannot raise the family and you yourself cannot so sometimes its just freedom.

I: The parents aren't aware about the situation?

R5: They are not aware in most cases the parents are not aware because sometimes the parents will be sending the money to send for paying and just staying with a part time husband

R6: Ok for me majority of the student don't know how to manage their free time because you find when people come to university, there is a get together where one is given advice by cousins. may be about university there being called to come and talk to you or relatives and friends from around there you may find that they are the ones giving the students wrong advice. That if you go to university there is a lot freedom so when someone comes instead of maximize their time they come knowing going to university is that is like going to a

place where there is freedom and because no one is around coming from there is no one who can monitor you that's why you find majority of the student spending their free time and if you tell their parents that this person do such they can't believe they take it as a joke .

I: Is it right to say that some student were misinformed?

R7: Yes because you might find someone who is 3rd year coming to speak to you because you are 1st year him or her was in the university for a period like 3 years now he tells you that going to university you have a lot of freedom instead of advising him if you go to university during your free time you can maximize your free time either doing research on your assignment or in library perusing through books or doing something which is useful they tell there is a lot of freedom so it depends on how someone takes that freedom being told its there so it will depend on that person how he will take the advise.

I: Anything before we move on to the next question?

R8: Sometime you will find that somebody has come that you should look for a boyfriend always bare the influence sometimes lets say we are friends then all over sudden your friends started to drink may be you want to continue keeping the company you will be forced start drinking or involved in such behavior and you start regretting but you cant leave it so sometime it also peer influence you want to do go other people are something people living in pairs so if you have a boyfriend definetly you will tell him to come we stay because those are the some of the things you see from people

R9: Another thing I can add is that many people are misinformed when we come to campus as like as your friend will come and tell you there is freedom in the university there is a lot of time na ukienda (and when you go) university usijifungie (don't be strict to yourself) you must socialize with people there is a lot of time a person will come and tell just go and see how people do in clubbing freshers night just go and look in there but people are different one will go and are innocent and some will tell you nothing will happen because we are easily decision making you will just come someone will entice you and you will just get in just how you are introduce into clubbing drinking beer let's talk of the fresher night that what will be in your mind.

I: Ok we move on to the next QUESTION4. How informed were you about your course to which you were admitted for at the university?

R10: Me personally I wasn't much informed because the term they used for me they used penology and studies and I thought it it was a very big term I came to realize I can become maybe a CID officer that is criminal investigation department so you will some kind of investigation so I wasn't informed.

I: Like nothing which were may be oriented before you came here to your course you are going to do you were just brought?

R1: I personally I dint have any idea about penology and security studies so sometime even explaining to my relatives what I was going to do I was very green until I came to know that this course was criminology like they just used a different terms I came to moi university then I was oriented by the coordinator but before I had no idea even when I was applying the course I wanted I dint get ata sikufanya nilifanyiwa when the letter came I was told to come to moi and take it I dint have idea about it .

R2: I personally when we were doing our first selection we did it in school through our departments academics in high school so when were applying we were giving suggestion you want if we weren't informed that course you want to take you just go and to your academics teacher and they will tell you more about the course you are going to take. like personally when I want to apply for criminology when we were applying it only here we say penology and security so I went and ask my academic teacher about it so when I was coming here I had a little information I was informed about course.

R3: Ok to my case I was called bachelor of arts in education this course I was informed that you could be a teacher or ngo but to my side sikuwa nadai kuwa mwalimu my character that's why I admired criminology that's why I was looking in other university nilijaza but now BAE(Bachelor of Arts with Education) is only offered in moi and university of Nairobi so moi selected me coming here nilikuja nikachange to criminal so these the course I deserve it.

I: So you changed the course because the you were called you didn't want to partake?

R3: Yes

R4: Ok for me the course that am taking it is called elmc but when we were choosing like me I changed my course from bae to elmc so changing I had a passion with that I had something dealing with media some weeks when were admitted some student who were doing masters they come and inform us what it entails and what we can do through the course .

I: **Majority of us were not informed about the courses is that the case like people moving from one school to another has that being happening among 1st years?**

R5: Yes it has been happening you see a student was called to take a certain course but he moves to school of arts business a student isn't inform but I can say its being uninformed when we are coming to school what entails here.

I: **We move on to QUESTION 5. In your own opinion, how would you describe the orientation program and how effective was the program? Provide some recommendations in relation to the improvement of the orientation program that the university offers.**

R6: May I will start by describing this orientation program I think it's the first knowledge where we are told what to follow in the university provided the rules and regulation so here we are being oriented by personality like may be lecturers professors vice chancellor it was effective at least it showed us the way to follow we know when I came here I dint know where my hostel was but now I know it was effective .

I: **Do you like to give recommendation in relation to the improvement whatever is already there in the university?**

R7: I can try I think he has described it well in my opinion it was effective. you know orientation some people they do miss because sometimes you come late after some people were being oriented you dont know what to do I can urge that they should do it regularly the y just remind people because you may find that he needs it so they are have to remind people or people do forget sometimes.

- R8:** I can say the orientation program was effective only to those who attended it. we had orientation of the library, school ,whole university some clubs like for church but some people its like they came with that character that spirit of ignorance that orientation is just being told they didn't took it serious a person will tell I just took time sleeping I was just relaxing, yah.
- R9:** I would make a suggestion that they keep on reminding student. like student official can do that more so the 1st years because some were oriented but some got lost on the way so 2nd week you can find a 1st year just stack you could go to the library you just find a 1st year empty headed even there is limited time for orientation even we had to give way then we commence on learning.
- R10:** It is effective to my case I was oriented the way about university. I was able to understand that this is the library my school where it belongs. for those who dint attend the university they were misled in fact taking as an example of mine a certain 3rd year was asking me a question concerning school of education and I gave him the direction and I could comment that when they give notebooks and rules they could have written the importance of the orientation if you take .orientation should have example of refreshment most people love it now if you entice some people for orientation to come that there will be something small they will come I think that can work .
- I:** **Now from the discussion we are having, ii it true that all first year didn't go for R1: orientation some were in their hostels?**
- R1:** Yah some were in the hostel they were hanging with friends making new friends just adopting to the new environment. I can say they were reluctant didn't take it seriously after the classes commenting and everyone who was to direct us has got back to work no one to direct them so they got lost.
- I:** **And were we comfortable with the orientation done for the whole university together?**
- R2:** Yes it has got no problem it was led by the vice chancellor the former but after that the orientation for the school library departments areas of the study so I don't have any problem with that.

I: QUESTION 6, How informed are you in terms of the support services available in the university? Explain.

R3: Hostel services, catering, dispensary, chaplaincy, security services deans' office career office.

R4: About all those you have talked we were just informed during the orientation program like career we had career department and direct where it is like chaplaincy they were introduced at that time deans office so that's what it was done during orientation.

I: How informed are you in terms of support services are they effective?

R5: Yes they are you can say yes or no I personally have a problem with the dispensary services in the school cause you will find somebody taken there always will be told to go and buy the medicine so I don't know why its there I usually suffers from malaria they will write. One day we were playing and the girl was injured then she was taken to the dispensary we couldn't be given a deep heat noir a bandage we were told it was being sold then a certain 4th year came and forced them to give us so I don't know the reason why they were hiding them so I have a problem with but our library have no problem you can go there they only require school id then you go.

I: Hostel services catering services guidance and counselling.

R6: Like guidance and counselling last semester we had a lecturer who is the head of department that you can go anytime time in the department though I have never gone so I don't have a problem so catering services is very nit that bad nit good sometimes food is expensive because we were student the quality food there its nit good then hostels sometimes the washroom are very pathetic you find flashes are not there sometimes you find its dirt some time they block it's not good for life.

R7: I can add on hostel it's about the security last semester we had a issue of a girl who was raped by a security guard in the hostel so I don't how to happen we are not secure like when you are in your room and you want to go to the hostel you are just afraid even another thing is theft it happens at night you just insecure even when you are sleeping anything can

just happen you don't just have trust in them cause what has been happening they are the ones to secure you but they aren't.

I: QUESTION 7, what were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?

R8: I can say some of the challenges I encountered when interacting you know this is a new environment you are coming you just see new faces you don't know people character you are afraid to interact cause you don't know the take reaction someone could snobe you when you go to the lecturers you hear a lecturer you think it's a big person so you are afraid approaching the lecturer.

I: So from that discussion does it mean that there is a very big gap between lecturers and student compared to high school?

R9: Yes it is because in high school 24/7 we were with our teachers but here you meet the lecturer in 2 hours in a week so there is that gap. so when you come to administrators these people who you go we have the accountant in the department they just see you are a first year you aren't inform someone will just talk to you rudely you aren't ujazoea kuongeshwa (you are not used to that) in that language in that manner some will just ignore you even don't know what to do.

R10: Is like the challenges I encounter with other student you know interacting with male student was very difficult you find that a 4th year he know very well you are a 1st year may be they take that advantage of you some of the support staff they are very rude to people very harsh you may find that he was washing and you dint know they are very harsh on people.

R1: Yah to me personally I don't think I have encountered any problem with other student cause I do not take much of ,my time in this compound I only come for classes and after classes I go to my place , yah

- I:** Lecturers administrators other support staffs any other challenge you didn't have any other challenge of a roommate we were just comfortable to whoever in the room you didn't have any problem in managing our finance.
- R2:** Ok for me I was admitted late I didn't find a chance to have a room so I had to make private arrangements that's I stay alone.
- R3:** Some of the student when I was admitted they were drinking bhang like in our hostel there are boys who are drinking bhang so that's a challenge. To lecturers I was afraid of them to me I had some fear because I thought of that big term so I didn't find time to interact with them.
- R4:** Ok let takes the example of the roommate now in my room we are 4 we have different tribes like we have luo man am a kisii we have two luhyas this two people who are coming from the same tribe they are sleeping in one bed when were admitted it seems these people they were used to sex. Now these are the people who are coming with ladies and the two of us we are not engaged with this things but they are misbehaving when we ask they keep on telling you that we book the room first. In terms of the lecturers there is no problem here you can socialize with them but the administrators they fellers in fact for example the accountant I remember one day as I was looking for ai cannot explain they are very rude.
- R5:** Ok the problem with roommate like me I stayed for a month before I got the roommate so the roommate that came was a 3rd year I had to cope up with her. I was socializing with I usually take time before we socialize so she told itabidii umezoea she used to drinks she dance she has many friend sometimes you are being exiled so I had to cope up.
- I:** There is nowhere where someone can report some of this cases?
- R6:** You know there is always challenge of reporting things to my case may I will go either to the genitor or the student leader but some student leader they also do such like in my case I had a 3rd year they do interact with leaders I as a 1st year what am I going to do and the housekeeper they are given small things then they keep the case.

R7: Here is the great challenge in fact both case you have to file may be 5000 ndo wakae chini waangalie that case na ukupata umeshindwa you pay again so badala ya kulipa unaona uache that's a challenge.

R8: Then you have to pay those people to sit in the senate you have to put their bills whenever they are coming from to and fro some times its very expensive for us I cannot afford that money just for reporting that I was exiled I just go look for somewhere to sleep.

R9: Ok for me I find challenge interacting with friends with bad behavior. Maybe the people you want to interact with are drunkards and find it difficult and may be you are brought up in Christian family. so trying to fit there it will be difficult so you will look for a limited number of friends to interact with them and the behavior are same and then for the supporters staff you find it difficult for example if you have been stolen something you go report to the security they take a lot of time then it goes that way that is being done about your case.

I: **In what ways we were not well prepared for you to come and cope with some of the challenges?**

R10: Ok let me answer this, you know in the case of a roommate I was coming as a first year I dint knew who my roommate is I will just get a person and start fro there I think that's a challenge because if we are allowed I know this person but as 1st year you don't know anyone and you have to cope up

I: **Or do you think would you recommend that first years to stay together?**

R1: Yah sometimes but you know still they will have different behavior at least its better

R2: In the case of administrators I think it's something that has being used all the time since some years back even the security imagine a security guard who is supposed to secure your safety is raping you. I think it's something that I have been used in this environment for a long time it's their discipline not followed by the management in the university so we have just become reluctant when a first year comes to enquire something they are rude even I can say they haven't been told you know this generation is changing on how to handle the first year.

R3: Something like security during orientation we were told that security is tight but when you go yourself you are going to find something different from being told so it brings challenge there is a gap between the student relationship with either and staff during orientation

I: **Anything else before we move on? QUESTION 8, In general, outline some of the challenges encountered in adjusting from Secondary School to university with examples based on your experiences.**

R4: Like I can start with one point one challenge I encountered was just managing my funds for example in high school we had everything including food. If it your pocket money it's like everything is catered for you. when you come here you find here the food is not favourable so you just how would you manage your funds so that becomes a challenge. In high school I was used to stay mostly with your parents like they used because the school was near my home I was seeing my relatives now when you come here it is just a long way to get home so it becomes a challenge to meet my friends families then another challenge was adjusting to new friends like in secondary I had friends then here I find different people so challenge becomes you are used to those people now you are going to adjust another environmental.

R5: Ok concerning with time management you find in that in high school there was a specific time to go for a break but here it's your choice either to attend class or not or how you will spend your time unlike in high school where you are being followed up by the teachers or you using the time located for something.

I: **Do student miss classes here?**

R6: Yah there some.

I: **What do we do at that time?**

R7: May be you might find that some are not in school may be they have gone home so some are from weekends some are tired.

R8: And I can say some student yes it's a fact some miss classes .some went only for introduction of the course and meet the lecturer the first time so the time student will go

that this lecturers are like this that will make the decision of that student whether to attend the class of that lecturer or I will not some may opt and say so long us I will do the exam some will send their friends to sign for you so long us. I will go and do the exam I think some can see the time it is given before the exam is done will be enough for me to revise to the end of semester exam.

R9: Let me talk about in terms of uniform in high school we used to be in uniform this is now unique for us but in institution you can see student they are in their own now you can realize get into a class with a mobile phone which we were not allow in school this is a big challenge here now you realize your self-getting the internet still in class yet there is a lecture in that class it's a big challenge now you can lose the concept in the lecture.

I: **How is the dressing code?**

R10: Now the dressing code in fact in this campus is so funny if you let me take example of those people who get the university where you get yourself into danger the way they dress

I: **Why funny?**

R10: The dressing code I think you understand .There are almost naked like there is no one to ask you even a lecture cant ask you why have you dressing like that.

R1: Commenting on the dressing code here I think you dress as you want some student will say even if it is called or raining yes for long as it is myself no body will my parents are not here this I can freeze and shine that's what most student say

R2: I can say in the university there is that my dress my choice

R3: One problem I encountered adjusting from this environment was to cater for funds I had it was a big problem kwa sababu nilikuwa nimezoea kama nyumbani eeh buying food was not my responsibility I could just go do my things come back eat in high school every thing was there I could spend it now coming here for example it was a problem kwa maana sikuwa nakaa na pesa in one week cause it was disturbing me I was spending it actually at the end you have no food so it was very had to cope up.

R4: I know I can say coping like cooking. some cook in the hostel let say you are for the men so managing themselves its difficult the other room whatever is cooking they do but you are in the same room.

R5: The problem that 1st year face more so the male or female this continuing students do believe that 1st years have money so they will always come with possible ways to let the money come out of you . like you are supposed to give money for this and that or sometimes there is these men will come they will seduce you to use your money even 1st year boys there fellow men or girls help you always they should be careful on how to use their money.

I: Any other challenge?

R6: Another challenge is its peer pressure you find that majority of the student are influenced by their friends or people who they mingle with then you will find it is difficult if he or she doesn't have principle. Will easily to go to the wrong side if he or she had his on principle that could help him.

I: You don't have the challenge of drugs sexual harassment?

R7: there is a challenge of drugs because you might find that majority of the friends are drinking you because you have relationship with them you opt to joining that team of drinking hence you continue drinking which you realize later you have done a great mistake leading to drug abuse.

R8: My another point to add to is all about the gambling like you realize yourself may be when we were in high school taking example of me we used to be in day school being in a day school you have to be monitored by each and every person in the village not to be in gambling but now in campus there is no one to monitor you this one has led many student getting loan in their life.

R9: Ok general challenge it is most of the student they company actually the first people you are going to encounter may be you came here you are good and humble get may be you find akona shida then you become friends then you find that friendship inafanya hiyo habit for example mimi when I came here I came late and I got a friend 2nd year alikuja

akaniambia nikusaidie orientation then nikajiuliza every place I go but ikafika 7pm ati twende tukatembee tunaenda f2 something which I dint like but I had no other way.

R10: Like in the case of sexual harassment it happens in a case where you come from a humble background. You know friends are important so because you don't want to be lonely, you just get in touch with your friends people with immoral behaviour. you will make up with them in that group of your friend and you dint want may be a boy comes and approach you and you don't they can plan anything to you .so you don't want to go out of that group you just have to give him to that like another case being late at night I heard someone was called a lady was raped mostly happens to 1st year and some take advantage of you.

I: **Anything else thank you so much for your contribution and I can assure you that this challenges should not make us.**

FOCUS GROUP (F G5)

I: **QUESTION 1, Comment on the guidance and counseling and career development program in secondary school in preparing students for university education.**

R1: For me I think that for guidance and counselling it was not effective because we were mostly explained about the negative things yes the negative things . That was very effective and at least now we have that information one is able to control herself to know what to do and what not to do. career development program was very effective but here in campus it was not effective because you find that in guidance and counselling we were not told much about career development, we were just told to read for exam and get an A you go to campus but we were not told about the bad things in campus.

I: **Which means the only concentration done into school it was only to tell you to work hard and go to university without telling you what is expected.**

R2: According to me guidance and counselling was somehow effective since they use to tell us when you go to campus we need to choose your course wisely you should not

cooperate with bad company so that you will prosper. I found that was the truth and to choose your friend wisely so that you will pass your exam.

R3: Ok for me on the guiding side in school I was studying, there was nothing like guidance and counselling so I can't talk about it. based on the career development program in school where I was studying there was career talk they brought some mentors who guided us and some senior teachers from other schools to tell us what then basically the topics that we should take so that we be more familiar with so as to be able to pass exam and so I find it very easy for me to pass my exam and to come in the university.

I: Any other comment about guidance and counselling?

R4: According to me the guidance and counselling was not effective at all because all I heard them talking about was the negative things in the campus. for example according to where I was they were a bit proud because simply because they came to campus all they tell us about relationship and the negative things then they will tell us about the freedom. so when I got to campus I expected a lot of freedom by expecting to find things everywhere they never told me about positive things that things are hard so according to me I find that ineffective.

I: What about career development program?

R5: According to where i came from, there was nothing like that.

R6: According to me the guidance and counselling was very effective because we find that on my previous high school they taught us about those moral values on how to socialize with people from different communities, they taught us about all the positive attitude we should have towards everything in our life and taught us about working hard help us to join university of which we found that its very true, yah.

I: QUESTION 2, are the lecturers available for consultation by students? Explain.

R7: For me it's a big no lecturers are not available for consultation. for example our lecturer here at moi I don't think they are available when you want them though for me I don't support to consult this question that they are available.

I: Like there is a very big gap between student and lecturers as compared to high school?

R8: Not a big gap but you know most of the lecturers are busy because they are not teaching one institution only. They only come to class then they leave when they are done with the class so that's much compared to high school teachers. They teach and go.

R9: The lecturers are not available for consultation yah I believe there is a very big gap between us and them. High school was better than in campus though it can't be like that you find that the teacher was concerned. Lecturers should also be concerned the class rep but class rep is just one person. so they should come up with strategies to know how they would come closer to the students because you will find out that most student don't come nowadays actually there is no rules they aren't working. That is why people fail a lot when they come to campus even the lecturer will not know then the student will go for exams and fail.

I: Like no one who is there to follow up why some student are not coming to class?

R9: Yes at some point they should come up with strategies

R10: Ok in my side I can say the lecturer are available and sometime not available using my reason we find that the population of the student are very high and departments are very congested and compared to the number of lecturer attending to the student actually they are very few .so you find the lecturers cannot be available to all student at the same time so that they can consult something of sort and on the other hand, in some department the student are few who are taking that course or who are persuing that course may be they have 5 lecturers and the lecturers are available. country wide you find there are some courses that only few student normally takes them and most of their lecturers give them time and give them attention to consult and give them attention that they can get to know more about the course ok that is on .

R1: On my side some of the lecturers are available at times but I think due to high population the lecturer is just teaching you to be responsible go and extra mile do a research and by doing this you will also be building your knowledge expanding it they are also few.

R2: According to me I can say am still undecided this is because when we came to this school 1st year and I believe it also happens in other university the elder student what they tell us that the lecturers are not concerned of you. so for the time I have been in campus I have not found a student who is looking for a lecturer to consult them .so I can say that they may be available.

I: What do you think could have made the student not to consult?

R3: I think it is because they are told from the beginning that lecturers are not available and they teach and go so no one is interested to look for them so they were negatively prepared.

R4: According to me also am undecided as my colleague has said this because once you join campus may be 3rd years no one has never told us about consulting about anything because whatever we think on my side what I think or what I was told by. My cousin told me that there is no much work in campus so as time moves on I came to realize there is much to read although I have never known about consulting question. I can say that lecturer may be available and the same time not available because when the lecturer teaches us when the lecture is over, he just moves on may be to another class and teaches and if there is anything you have not understood I cant guess and say yes but I don't think if you go to ask I don't think he will refuse to answer yah and explain deeply.

I: According to you who is to be blame the student or the lecturer?

R5: The student not really not the student nor the lecturers because you see for instance the lecturer who use to take us in EDF what he was telling us than on Monday and Wednesdays is the time he uses to teach us then from Thursday to Friday he go to other campus now you see he has got limited time with us.

I: QUESTION 6, how do you use your free time in the university?

R6: Ok first of all especially Moi university we have got the free wifi so at times we go there may be in the library in the senate or the pavilion we use the wifi go through the internet may be we goggle some question we have being given as assignment yah something of the sort we research, yah.

- R7:** On my side during free time where no lectures I like socializing with friends. maybe I can visit a friend, I also like reading novels so most of the time you might find me reading a book in my phone at the same time I like writing may be like 1st semester I was writing a book and so I never went outside I just stay in my room writing the book .
- R8:** In my free time I always attend some training also related to the course am doing. I also participate in some activities playing volleyball and visit my friends also may be carrying research and that its.
- R9:** During my leisure time I like singing a lot I usually attend choir Chinese classes because I have a dream to go to china for a masters so I do those thing especially singing because I love singing a lot.
- R10:** During my free time I like moving around the school especially that this school is in rural area. I love agriculture I like moving around looking at the shamba then admiring the nature that what I do during my free time.
- R1:** During my free time I spend most socializing mostly with people from other tribes their cultural practices I just enjoy new knowledge from them how they carry out their activity and am just happy for that and also I join some clubs like guidance and counselling redcross I just enjoy serving the clubs and society.
- I:** **Before we move on to question 4 in general how student use their free time in the university?**

R2: Walking around visiting friend and socializing.

All laughed

- R3:** I was saying and I want to stress since there are is freedom in the university you find male moving to the girls hostel and vice versa probably want to hold discussion or to share their stories when moving around nearby markets that's what happens according to me.
- I:** **There no like clubbing, cohabiting during free time there is nothing like that here in Moi?**
- R4:** They are there and some of them which are evident others may be they are done privately.

R5: When I say in general have got some friend although not close friends most of the university student they like enjoying themselves I have two friends in 4th year and they are not close to me at their free time they always go to the bar like taking alcohol if they are not in the room you will find them in the bar, yah.

I: **Are first year involved in those activities?**

R6: Yah so many 1st year are involved in going to those bars to take drugs and whatever they do after that don't even ask.

R7: Cohabiting is very real and you especially find the guys moving from their hostel to the girls hostel you are going to the same bedroom with a guy but especially you won't find him alone definitely there is a girl but you can't do anything.

R8: In addition to what I had said you see like yesterday you see the classes hasn't resume some of the student are in their rooms because there are no lectures so one of my friend visited a friend in hostel J yesterday and when he came back he was telling me that her roommate and her friend they were just there and they were 1st years they were taking bhang in the room and so I was wondering they are just 1st years and they are doing such so what I may conclude is that you find more people are engaging in bad behavior because while in high school may be their parent were very strict when they came here in campus there is freedom thats why you will find most of the people engaging in bad behavior.

I: **So can we say that it is because of the misuse of freedom they have?**

R9: Yah they are really misusing the freedom because when at home the parents are strict most of the things you will not involve with them but when get out from the house of your parents you get more freedom you will feel you can do anything that you wish to.

R10: Also I may add that some of the student are responsible they don't use their time you may find that some student use this time as an opportunity to carry out some business activities you find them moving from door to door may be selling some earring foodstuff I may say not all are misusing their freedom.

I: In your own opinion how can you rate the use of time majority of student misuse their free time or they use it in good ways.

R1: Majority of first year students misuses their free time only a few use it well.

I: **QUESTION4, how informed were you about your course to which you were admitted for at the university?**

R2: For me about the courses I was not informed about my course because while in high school it was not my dream to be a teacher I had a dream of doing other courses so finding myself coming to do teaching in university it was somehow bothering me so I can say that I was not ready and it was not my dream career, yah.

I: **And at this time are you comfortable with the course or you are still feeling I don't want it?**

R3: Am not comfortable but because I don't have otherwise I have to do it to flike it even though I feel somehow not to do it .

R4: According to me I was a bit informed about my course because during the application I intended it myself. for example am taking education in maths and business studies the only things I never knew if there was mathematics but because when we were applying they only written education in business studies according to me I was clear that I will become a teacher now I was wondering If I would become a teacher of business alone to come and found there is combination of maths and business the other thing I was informed about this course is that I am supposed to take 4 years but having myself enlisted and some of my friends told me you will take 6 years unless I ask.

R5: Ok in my side when I was applying for my courses was not well informed about the courses you know for the high school student you have passed well so you feel you are the giant now you go online and find courses with big names the names sound sweet so you say I can fit there let me try. you end up after applying and now coming to the university if checked the course outline you get disappointment but immediately I joined I had to adjust enquire more about the course am taking currently. I have developed some passion that's

why even sometime I spend training about the course and discussion with my 3rd year but early I wasn't not well informed about the course, yah.

R6: I was also not well informed about the course in fact I didn't apply I just don't know who applied for me.

All laughed

I: So the course you are taking you are not the one who applied you just found yourself there?

R6: Yeah, I just got that letter written education business studies art.

I: Are you comfortable with the course you are taking?

R7: I just adapted and found myself just loving it because I needed to develop a positive attitude towards it, yah.

R8: According to me I will not say I was not informed about the course I was coming to take. I came and changed though according to me I liked to do education but when I ask some advices from those who were ahead of me they discouraged me, but because I was willing to take so I had to do education but I had to specialize in business and mathematics on the part of being not well informed. When I came I thought we will take business and mathematics only I came to find out there some other courses common one.

I: Anything else? **QUESTION 5, in your own opinion, how would you describe the orientation program and how effective was the program? Provide some recommendations in relation to the improvement of the orientation program that the university offers.**

R9: Ok in my own opinion I had never attended the orientation because I joined late actually 2 weeks after the actual day. I cant comment on orientation but what I can recommend is that the university should ensure that if there are aware that they are still admitting student they should wait until that time they ensure all student have been admitted where they can carry the orientation or they can decide to do it 1 month after the actual admission because there is always lagging.

R10: According to me the orientation program was very effective especially to the 1st year because we had several orientation till we were almost confused orientation of the dean of studies so many of them we are always being told that the VC only appears twice during the orientation and the last day the day you are leaving but we were lucky enough because we have actually met the acting VC almost 3 times during orientation another day so to me it was very effective I also got that books that contain rules.

I: **Any recommendation where you feel you can improve on?**

RI: Also think the orientation was very effective especially the library part cause we were seeing that part that building from outside one would not have known now you know where to start we know where you should enter through what you are supposed to give you can find the books we were shown around and I think that it is ok.

R2: For me the orientation was very effective when we came to Moi we never knew about classes but because of that orientation tulijua (we came to know) we knew about classes for recommendation. I will urge the school to show direction so that the student should not be confused.

I: **Were you comfortable with the orientation done with the 1st year student or you have wished it done?**

R3: For me it wasn't comfortable because it was so fast it would have taken education they are being oriented they take them and show them around instead of taking every 1st year in the orientation.

I: **QUESTION 6, how informed are you in terms of the support services available in the university? Explain.**

R4: About the support services in this university am aware of a program called work stand program support services are they the services offered there is a work stand program in this school where those who are leaders they apply for the program others are placed in the library and other several places and take a token but that's the only I know.

I: **How many supports staff do we have and how effective are they?**

R5: For me I know very little about the support services they do place them in groups whatsapp group like for the student affairs I just know of one if there is any I don't know.

I: **Catering services, security, dispensary, chaplaincy, guidance and counselling deans office.**

R6: All those career office I have never attended chaplaincy it was effective ..chaplaincy is for the church it has helped me like on Sundays I do go to church and especially sing in the church but then you find that they cant follow up everyone you can find a student once that student comes to university that person will not go church until the day they will go for long holidays then they will go to church.

R7: Like in the chaplaincy there is st Michael he is always here on Wednesday therefore the student go there the dispensary they treat us well we are given medicine we are attended to but even the accountant office they are ok but when the days come that they strike you will not find them.

R8: You know the career office should be very active we were just oriented about that but we have never seen it helping us in any way. The office is most of the time locked.

R9: Ok on my side support services some are active some are not active available to the student when is tart with accommodation or the hostel actually take the population of moi student it's very high am aware that most of students over 3000 are being frustrated of the rent because the accommodation in school was not available all student cannot be accommodated here so you find some of the student to go and rent houses and the landlords are charging high so you end up spending a lot on that side of accommodation and now it comes to other support services like dispensary church library ok dispensary is active may be there is an accident may be the student has all a victim if you take a student there as late as midnight you will find the attendance they are there to attend to the student but ambulance they rarely come then the library operate almost 24/7.

I: **Are we aware of guidance and counselling in the university?**

R10: **Am not aware of it basically.**

I: So the hostel services are ok?

R1: No because you find in some hostel they are pathetic in some extent because you will find some of the genitors will not come there daily there help isn't there sometimes the electricity is not available if you want to change your light may be and even the locking system of the rooms it is not secure so if you leave your property you may find someone using another key and steal something but to some extent due to student that are around the security is there but not helpful.

I: May be you can give the percentage of those support services majority are functioning or not or at all how can you rate that.

R2: I can say that the support services that are there most of them are functioning because even the accommodation they are there only that they are few and am sure if there was some room some student could have booked.

I: Any other comment?

R3: What I may add on that on the side of security like that case of that lady who was raped in the hostel though I was not there I don't know what was happening the security it is may be if it was one of the workers who did the action you see they are not protecting us well they are acting negatively so but on the same side there is still security the security men are there like hostel k there is no theft might sleep during the night I hope they used to do so .

I: In general how can we rate the security in our university?

R4: Ok if I may add there are some incident where you find that the security guard you will hear that they are the one participating in rape cases and now student decided not to be around those hostel because if they are the one participating in the crime is better to move out but if the security guards they are there at night you will meet them but coming inside the hostel.

I: So according to you there is no security in the university?

- R4:** Security guards are there but it is only that there are not around the hostel. like you have laptops in your room not every security will be watching may be hostel J or K you will find someone identifying why security is not there and they get your properties and get away with them but in real sense security are there even you may see them.
- R5:** According to me I find that the security guard is there but not very tight. but the other day there was the mob justice so when they were stoning they stole a phone some students left the school I think it was strike or something .while that the security guards came this student leader told the security to go and help the student instead of being killed may be to take him in the police station then the security person is saying that though you see here we are not interested with student we are just here because we are employed and they went and they fear the student will stone them at least they could called the police they would have tried to help and they said we are not here because of the student so what's that that means they are not serious with their work.
- I:** **Anything else we move on to the next question? QUESTION 7, what were some of the challenges that you encountered during your interaction with other students/ lecturers/ administrators/ other support staff? In which ways do you think that the school/ other stakeholders did not prepare you for the challenges experienced?**
- R6:** First of all I may say that one of the big challenge in this institution is tribalism we find that during our intake which was last year I realize that in this campus is a bit challenge being tribalism we find we were queuing being issued with mattress so some guys were just talking with those alikuwa anaongea na wale genitors they are kalenjin and you find that they were given new mattresses best ones while us may be a luhya we are not being serve well yah that is it.
- R7:** According to me there are some challenges I encountered during the interaction with those house keeper people claiming there you may find you have an issue you are going to report there the genitors just treat you roughly and you just wonder like this life in this campus you are just like will I make it really may be you don't have light in your room and you don't know who to tell when you go report there nothing happens also those people who do clean some of them you cannot step where they have cleaned they just speak at you

roughly they can't just tell you to go the other way round and also some of the student some student have different way of living you may not just cope with a person may be others take drugs and they can influence.

R8: Ok me some of the challenges that I faced with my fellow student some of my roommate they use drugs. they are also active in going to bash come back late in the night may be they come in a group and start shouting when you are sleep so you can't rest. then the other thing is with the support staff they take a scenario the lecturers they are the one who are striking but not the dispensary attendance if you go there if you are a student like in most cases if the strike is on they don't give a notice for student to leave for home they just leave those who are willing to stay behind and those who are willing to go home can travel. so if you are around you are free to utilize the resources within Moi but when you go to dispensary the attendance will tell you that the lecturer strike is still on yet it is another department I wonder what's the problem so those are some of the challenges I have being facing.

I: Support staffs?

R9: Not really but on the side of the lecturers the challenge is the course am taking geography I have few lecturers actually like last semester two of my courses was not taught I had to refer them so the university can employ more lecturers at least the challenge will reduce.

R10: The problem I have with the people and the lecturer is that language you will find that you are only yourself in one tribe against three of the same tribe you will find them using their language every time unless you ask them a question so the issue of language is a problem other times you go to the offices in the department people you find them talking in their language may be they realize you are not talking the same.

I: Any other challenge in which ways do you think the school or other stakeholders prepared you for the challenge experienced?

R1: Am going to talk about the student when we are booking the hostels we are not informed about the student without knowing the tribe I think the institution should be notifying us who is taking the room.

I: QUESTION 8, in general, outline some of the challenges encountered in adjusting from Secondary School to university with examples based on your experiences.

R2: For me the main challenge is the food in high tulikuwa tumezoea (we were used to) being cooked by the cooks and going to be served but here you have to cook for yourself and time to eat your meal.

R3: Ok for me from high school there was time for lunch but in university you may find some days of the week you may have lectures from 7 to 7 in the evening no break so that is a big challenge. Because for a normal human being if your schedule runs from especially mental work actually I don't think your brain is going to work well so that's a challenge. like some days I found my days so squeezed I don't have time to go for lunch then you have 2 consecutive days you don't have classes like even though you will be compensating so scheduling of the program should be adjusted yah by doing that they should specify the schools and have own timetable.

R4: For me adjusting from secondary to university there are two challenges I have faced one it is prolonged lectures. like last semester we could go for then for like 4 hours you get tired sometime you may not concentrate another challenge is when you come here you are independent so you have to do things for yourself like my colleague has said you have to cook for yourself when you come here most of the parents take you as a grown up and so some may stay for long without sending money may be they may thing you do jobs that's a challenge because unaeza kosa ata food for a day unakaa bila doo pia credit.

R5: Another challenge we have encountered adjusting from secondary to university its climate you find that especially I come from transNzoia specifically in kitale of which the climate is fairly cool but when I joined here the climate is very cold to some extent you find yourself going to bed may be 7 and you oversleep that's become a challenge.

R6: Adjusting from secondary life especially academically you know in high school we were used to just when there is an exam your work is just to revise but here you have to sign the nominal rules line up there exam card may be you have not completed the fees you have to line up at the bank I find that too much work because high school was a bit simple you work was just to read but here things are different.

I: We don't have the challenge of managing our finance our excess free time coping with our roommate loneliness making new friends.

R7: On that the major challenge generally there is peer pressure may be your friend you stay with him in a room luckily he is involved in a relationship you see the kind of life with the lady so you see the life so interesting and you try get into it so that's a big challenge to even my fellow comrades they face it and for boys this issue of diseases coping the environment you may find asthmatic person.

R8: Now that it is based on individual perspective even if you are extravagant you can't identify only somebody external will see that you are misusing the money but for me I think I manage it.

R9: For me managing of finance I found it very hard when I was in high school everything is given but in campus we buy everything and sometimes the finance may be small but the parents do not understand that so it's a challenge.

I: Did we have the challenge of the attending lectures and using the lecture method?

R10: Yah ok when we were admitted here in our first week it wasn't easy to recognize the lecture halls may be we are having a class and we don't know where the lecture hall is some of us came late after the orientation and that's another challenge.

R1: Another I faced is there is in high school the exam will be marked we have the results but when we came here we have heard cases of missing marks so when you sit for studies a temptation may come not to study since the lecturer will not mark it lowers your morale.

R2: Another challenge that I may identify is high population you see when attending the lectures in high school the population wasn't but here for the common courses the number of student attending lecture they are many so if there is no public address you will realize the people at the back may not hear so I may say that it is a big challenge because it is a must that they should be a first person to enter the lecture hall and there is also last so you can't all sit at in front .Yah

I: Do student prepare for exams like in high school?

- R3:** Some do and others don't like for my case am a slow learner even if I come here I have to prepare well for my exams so I have to concentrate to get the content but you see there are those bright student once the lecturer have taught they have the content yah so they don't need a book again.
- I:** **What about assignment are they done like in high school when you don't do you will be punished or people here copy?**
- R4:** What I may say that people don't do it some even never meet for the groups they may live the group leader even if there is a cat you will find out the few student in the class just coping to their names.
- I:** **So in general what challenge would be female 1st years and male could be going through for our conclusion?**
- R5:** I believe there is a challenge of peer pressure you may find the in campus the issue of relationship looks like its normal and a most of us look like their parents were so protecting and when they come to campus they are free also you find if your friend is in that you feel the same so I feel it a challenge.
- I:** **Anything else? ok I would thank everyone of us for participating in the discussion it has been lively at least all of us we able to participate and I thank you for coming.**

APPENDIX VIII: SAMPLE SIZE SELECTION TABLE

Required Sample Size [†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
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1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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