DETERMINANTS OF STARTING EMPLOYMENT AND CAREER GROWTH EXPECTATIONS OF FINAL YEAR UNDERGRADUATE STUDENTS IN NAIROBI, KENYA

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ABSTRACT

In the last two decades, Kenya has experienced a massive growth and expansion in the education sector, and particularly higher education through the establishment of additional universities. This growth has translated in thousands of graduates joining the labour market from different institutions after studying for the different programs. At graduation, most of the graduates tend to be between 21 to 24 years old which is a very active and labour aggressive age. However while traditionally one was expected to get a job after graduating from college this seems not to be the case today. Secondly though the earlier generation of graduates would maintain the same employer probably until retirement or otherwise; we are experiencing a change in that the current fresh graduates (mostly millennials) have no qualms about hopping from one employer to another. The millennials also seem to expect their career growth to progress at a higher rate, as they hope to rise up the ranks of corporate ladder in a much shorter time than the previous generations did. This behavior seems to indicate that these young graduates may seem to have different expectations of their employers and employment environment as opposed to what the previous generations expected. This study, therefore, sought to determine the starting and career growth expectations of undergraduate final year students. The target population for this study was randomly selected undergraduate students in their final year of study at fifteen (15) randomly selected University Campuses located within Nairobi county, with self-administered questionnaires used as the data collection tool.26 final year students were expected to participate in each university making an overall sample size of 390 final year students. The quantitative data was processed and analyzed using SPSS, and analyzed using factor analysis method, logistic regression, frequency analysis and linear regression analysis. Qualitative data for open ended questions was analyzed using content analysis and presented in the form of summarized narrative. The study found that undergraduate finalists had unrealistic expectations of their first employment upon graduation, with most expecting starting salary of around 90,000 Kenya shillings and that factors like parental education, gender, and demography had a direct impact on their employment expectations. The recommendations of the study included encouraging parents to guide and mentor their children in career plans, learning institutions to include mentorship and employability skills training and for employers to provide for flexible working arrangements to encourage the retention of the millenials. For future research, the study recommends that a follow up should be made to find out the extent to which the employment expectations of the students was met.

Key Words: *determinants, starting employment, career growth expectations, final year undergraduate students, Nairobi, Kenya*

INTRODUCTION

The development of any nation is determined by the composition of its workforce and is dependent on the country's human resource development structures and programs. In this era, employees are considered the valued asset of any organization. Every organization tries its best to recruit, train, retain and challenge its human resource for optimum performance and productivity by motivating, involving, encouraging and engaging them. (Munro, 2009; Ponge, 2013). In an effort to optimize productivity various theories have been used to understand, describe and explain the labour market. Some of the theories used include; Generational, Human capital theory, cohort theory, Goal Setting theory, Expectancy theory and Outcomes theory. Generational theory believes a generation experience shapes behaviour and practice and has been used to explain the behaviour of millennials in the work force. Human capital theory regards people as assets and stresses that investing in them will generate worthwhile returns. Goal setting theory a long side Expectancy theory encourages clear targets, effort input and reward in return when goals are achieved. The interaction of these theories models the job market.

In 2015, the number of unemployed people globally increased by 1 million to reach 197.1 million translating to a 5.8 per cent unemployment rate and was forecast to rise by about 2.3 million in 2016, with an additional 1.1 million unemployed in 2017. This unemployment status has disproportionately affected the younger people. The global youth unemployment rate rose from 11.8 to 12.7 percent between 2008 and 2009. By the end of 2010, about 75.8 million young people were estimated to be unemployed globally. In sub-Saharan Africa the youth unemployment rate stood at 11.1 per cent in 2015, up from 10.9 per cent in 2014. Most of this increase is projected to take place in emerging and developing economies where the number of jobless is expected to rise by 4.8 million by 2017 (International Labour Organization (ILO), 2016). This unemployment status has disproportionately affected the younger people. The global youth unemployment rate rose from 11.8 to 12.7 percent between 2008 and 2009. By the end of 2010, about 75.8 million young people were estimated to be unemployed globally with developing nations suffering the highest burden (Deloitte & Bersin, 2014).

The unemployment rate is higher for young women (12.5 per cent in 2015) than young men (9.8 per cent in 2015)(International Labour Organization (ILO), 2016). In addition the prominence of the informal economy in most sub-Saharan African countries tends to drive the youths to informal employment for their first jobs (International Labour Organization (ILO), 2016). According Sam and Pokhariyal, (2016) the youth unemployment in Kenya stood at 67% against the population unemployment rate of 34%. Developing regions with markedly high youth unemployment rates include North Africa (26.6%), the Middle East (24.0%), and Southeast Europe/Former CIS states (22.6%) (International Labour Organization (ILO), 2011). In sub-Saharan African the youth unemployment rate stood at 11.1 per cent in 2015, up from 10.9 per cent in 2014. Youth employment growth remains below overall employment growth (at 2.7 per cent in 2015). Unemployment rate is higher for young women (12.5 per cent in 2015) than young

men (9.8 per cent in 2015) (International Labour Organization (ILO), 2016). The high youth unemployment in the developing regions such as sub-Saharan African represents lost potential for national economic transformation, and contributes to high numbers of economically frustrated youth who may contribute to social instability (International Labour Organization (ILO), 2011). In addition the prominence of the informal economy in most sub-Saharan African countries stems from the limited formal job opportunities available to the most vulnerable populations, such as the poor, women and youth. As a consequence, informal employment tends to be the first job for most youth in sub-Saharan Africa (International Labour Organization (ILO), 2016).

Human resource capacity development, employment, unemployment among other labour market issues attracts considerable interest in Kenya. Education sector plays an important role in shaping up the composition of a country workforce by enhancing the employability of their graduates (Menon et al., 2012). The expansion in higher education has resulted in expansion of both public as well as private post-secondary training institutions. Public universities have grown from 6 in the 2000(Yakaboski & Nolan, 2011) to a total of 22 as at June 2013. Private universities have also grown from 3 in 1980s to over 20 in just 2 decades(Chacha, 2004). With this expansion student enrollment has sky-rocketed and diversity of skills injected into the labour market. In the academic year 2000/2001, the total number of students enrolled in higher institutions was 8,899 and the enrollment had increased to 16,154 in 2008/2009 which is a 81.53% increment (Oanda & Jowi, 2013).

In spite of the continuous increase of the number of graduates graduating from the Kenyan universities employers still face difficulty in getting the right candidates for the jobs they offer. This difficulty results in both frictional and structural unemployment. Frictional unemployment occurs when workers and employers take time to find each other (to match), whereas structural unemployment arises from the imbalance between the type of skills individuals are offering and skills the employers' demand. Closer analysis of what employers are looking for have revealed congruity between the abilities developed in higher education and those desired by employers(Ponge, 2013). According Shem Otoi Sam and G.P. Pokhariyal(Sam & Pokhariyal, 2016) the youth unemployment stood at 67% against the population unemployment rate of 34%.

They(employers and graduates) take time to find each other (to match), or experience an imbalance between the type of skills individuals are offering and skills they are demanding for (Ponge, 2013). Young graduates have experienced difficulties in securing their first job and for those who succeeded a high proportion holds jobs that does not correspond to their education and expectations(Ismail, 2011). In 2009 employment to population ratio for the working-age Kenyan population (15-64) was about 69 percent according to Kenya Economic Report 2013 the report further indicates that youth aged 15-35 years (born between 1978 and 1998) account for about 37 per cent of the population(KiPPRA, 2013).

Millennials and Work Force Composition

In 2015, 50.4 per cent of the world's population was male. About one-quarters (26 per cent) of the world's population were under 15 years of age, 62 per cent were aged 15-59 years, while 12 per cent of the population were 60 years or over (United Nations, 2015). Indicating that the labour force has millennials, also referred to as generation Y, a people born in the 1980s and early 1990s (Ng et al., 2010). They are characterized as entrepreneurial, independent, digitally savy; rejecting micromanagement, valuing empowerment, valuing challenges and excitement. Some literature suggests that they are a "want it all" and "want it now" generation. While others think that this generation has an unorthodox approach to career management that does not parallel traditional paths (Munro, 2009).

With the entry of Millennials into the work force global middle class was expected to increase from 1.8 billion in 2009 to 3.2 billion by 2020. Millennials are entering the workforce in greater numbers and reshaping the talent markets with new expectations. It is projected they will make up 75 percent of the global workforce by 2025, and are eager to take the job leadership mantle soon (Deloitte & Bersin, 2014).The millennial generation is arguably the most educated generation to date; with the Generation Y's pursuing college and advanced degrees at a higher rate than previous generations (Black, 2010; NAS, 2006). This is probably confirmed by the fact that currently most of the fresh graduates are members of the 'millennial,' generation (Koe, Rizal, Abdul, & Ismail, 2012). According to Kenya Economic Report 2013 (KiPPRA, 2013), individuals aged below 35 years constitute about 80 per cent of the Kenyan population, while the youth aged 15-35 years (born between 1978 to 1998) account for about 37 per cent of the population. They are characterized as entrepreneurial, independent, digitally savvy; rejecting micromanagement, valuing empowerment, valuing challenges and excitement. Some literature suggests that they are a "want it all" and "want it now" generation. While others think that this generation has an unorthodox approach to career management that does not parallel traditional paths (Munro, 2009).

The total population of millennials, according to the 2009 census by the Kenya National Bureau of Statistics is 9, 4115, 354 (5,520,907 in the rural areas and 3,894, 447 in the urban areas) out of the total country population of 38, 610, 097. In 2009 employment to population ratio for the working-age Kenyan population (15-64) was about 69 per cent (KiPPRA, 2013). It is thus reasonable to suppose that millennials constitute a large proportion of the current Kenyan working force (persons aged 15-64 years). In spite of the youths constituting large potential work force, due to their high numbers and skills level they still suffer a higher rate of unemployment compared to the older experienced age groups (Ponge, 2013). Skill gaps reported by employers globally include a lack of generic or soft skills, namely team work, interpersonal skills, leadership, knowledge of foreign languages, readiness to learn, problem solving and ICT skills (Yusof & Jamaluddin, 2015). Education sector is therefore expected to play an important role in shaping up the composition of a country workforce by enhancing the employability of their

graduates (Menon, Pashourtidou, Polycarpou, & Pashardes, 2012). Secondly Millennials in particular appear to have high expectations when it comes to promotions and pay raises. They are ambitious, learn quickly and on the move for something bigger and better hence their frequent job changes, because they cannot wait two years so as to get promoted(Ng, Schweitzer, & Lyons, 2010) which many employers may not always welcome.

Several studies on students career aspirations (or employment desires) across countries as well as common work values look at: salary (and benefits), job security, advancement, development, challenges and responsibility, work life balance and international career (Codrington, 2007; Cruz, 2007; Cennamo & Gardner, 2008; Sharma & Madan, 2014). However, Ng, Schweitzer, and Lyons (2010)in their study "New Generations, Great Expectations" observe that many of the career goals and expectations among fresh graduates (specifically the Millennials) are "supersized', unrealistic and disconnected between their reward and performance. Terjensen et al ague that millenials exhibit a raft of characteristics that collectively make their viewpoint of their careers conspicuous (Terjesen, Vinnicombe, & Freeman, 2007). In their career growth they expect rapid career progression with university graduates anticipating progression to management at the same pace or more quickly than their boss expect. This career aspirations are largely influenced by a range of factors including demographics, socioeconomic status, parents' occupation and parental expectations (Domenico & Jones, 2006). As employers strive to attract and hire high value young employees, it is more important than ever for them to understand the expectations of the fresh graduates and what additional values they bring to the labour market. Kenya is no exception in this quest.

STATEMENT OF THE PROBLEM

The composition of a countries' or an organizations' labour force is a strong predictor of profitability. Sustained and well-coordinated team of motivated staff is an obvious recipe of success. However, this has greatly been affected by the current dynamics in the labour market globally. Some studies have reported on the work and career expectations of young workers and fresh graduates in the U.K (Terjesen et al., 2007), and New Zealand (Cennamo& Gardner, 2008).Terjesen et al, in their study 'Attracting Generation Y graduates Organisational attributes, likelihood to apply and sex differences' they concluded that university students find five most important organisational attributes in preferred employers among them, investment in training and development of their employees, clear opportunities for long-term career progression, and variety in daily work. Compared to women, men rate just one attribute as more important: "a very high starting salary". On the other hand, Cennamo and Gardner in their study 'Generational differences in work values, outcomes and person-organisation values fit' found that the youngest groups placed more importance on status and freedom work values than the oldest group as compared to Baby Boomers who reported better person-organisation values fit with extrinsic values and status values than Generation X. However there has been relatively little empirical research documenting the specific expectations of the Kenyan millennial, yet they constitute a

good proportion of the labour force. There, thus exists a knowledge gap on Kenyan millennial expectation in the labour sector, especially, knowledge on fresh graduates' career expectations and how these expectations manifest come about in their work-related choices and career decision. An understanding of the millennials' career expectations and priorities would probably help employers to create job offerings and work environments that are more likely to engage and retain this generation of workers for mutual optimal gain(Ng et al., 2010).This study aims to understand the career expectations and priorities of millennials as they enter the job market with the goal of establishing the determinants of the final year students' expectations.

GENERAL OBJECTIVE

To establish the determinants of starting employment and career growth expectations of final year undergraduate students taking their studies in universities with campuses within Nairobi Central Business District in the 2016/2017 academic years.

SPECIFIC OBJECTIVES

1. To explore 2016/2017 academic year undergraduate finalists' starting employment expectations/desires upon being hired in their first employment after graduation.
2. To establish the 2016/2017 academic year undergraduate finalists' career growth expectations with their anticipated first employer after graduation.
3. To explore the effect of socioeconomic and demographic factors on 2016/2017 academic year undergraduate finalists on starting employment, salary and career growth expectations.
4. To explore the effect of social support and parental factors on 2016/2017 academic year undergraduate finalists on starting employment, salary and career growth expectations.

THEORETICAL REVIEW

Generational Cohort Theory

Karl Mannheim's generational theory of the 1950s gave rise to the concept of generational cohorts, defined as people who were born at about the same time. It is believed that cohorts experienced historical events at about the same point in their development and these events lead to similar values, opinions, and life experiences amongst cohorts (D'Amato & Herzfeldt, 2008; Nugin, 2010). According to Tolbize, (2008); Meriac, Woehr, & Banister (2010)and Islam, Cheong, Yusuf, & Desa (2011)the characteristics of the various age are as per Table 2.1. However To and Tam (2014) while studying generational difference and job satisfaction in their study entitled "Generational Differences in Work Values, Perceived Job Rewards, and Job Satisfaction of Chinese Female Migrant Workers: Implications for Social Policy and Social Services" found that there are no generational differences in work values among the three birth cohorts of Chinese female migrant workers studied. And that the older generation felt more

satisfied with the job rewards that they received, and their sense of job satisfaction was higher than that of the younger generation.

In their study "Generational Differences in Work-Related Attitudes: A Meta-analysis"(Costanza, Badger, Fraser, Severt, & Gade, 2012) likewise found that meaningful differences among generations probably do not exist on three work-related variables namely job satisfaction, organizational commitment, and intent to turnover. They examined that the differences that appear to exist were likely attributable to factors other than generational membership and suggested that targeted organizational interventions addressing generational differences may not be effective. However in spite of the difficulty in determining generational influence, according to Parry & Urwin, (2011)the concept that different groups of employees have different values and preferences, based on both age and other factors such as gender, remains a useful idea for managers.

Table 1: Classification of various age groups

GENERATION	BIRTH PERIOD	CHARACTERISTICS
The Traditional generation	1922-1945	Influenced by the great depression and World War II among other events. Are conservative and disciplined
The Baby Boom generation	1943-1965	Also called pig-in-the-python. Witnessed and partook in the political and social turmoil of their time
Generation X	1968-1979	Also called the baby bust generation. Grew up in a period of financial, familial and societal insecurity. Aspire more than previous generations to achieve a balance between work and life. They are independent, autonomous and self-reliant than previous generations
Generation Y	1980-1999	Also called Millennials, Nexters, Generation www, the Digital generation, Generation E, Echo Boomers, N-Gens and the Net Generation. This generation has been shaped by parental excesses, computers and dramatic technological advances. Comfortable with technology, value team work and collective action, embrace diversity, optimistic and adaptable to change, seek flexibility, are independent, desire a more balanced life, are multi-taskers and are the most highly educated generation.

Human Capital Theory

The added value that people can contribute to an organization is emphasized by human capital theory. It regards people as assets and stresses that investment by organizations in people will generate worthwhile returns (Thompson, Conaway, & Dolan, 2015). The theory therefore underpins the philosophies of human resource management and human capital management(Armstrong, 2006; Teixeira, 2014).Human capital theory theorizes that productive capabilities of human beings are acquired at some cost and command a price in the labour market because they are useful in producing goods and services.

Andrade & Sotomayor (2011) emphasizes that human capital theory is the expected realizable value (the relationship between costs and benefits, or the return on investment) of a person, given opportunities for training, expected turnover, age to retirement, promotability and so on. Thus as firms attempt to maximize on profits, workers will seek to maximize earnings, and they have both the knowledge and mobility to take advantage of the business opportunities available. (Swanson & Holton III, 2008; Fouarge, Grip, Smits, & Vries, 2012). Webbink & Hartog (2004) emphasizes that in general expectations of earnings lie at the heart of the 'human capital' model. The model states that, students while deciding on the amount of years to invest in education, level of education to achieve and type of course to pursue, compare the outcomes of the different options and choose the option with the highest return. Thus, students' career expectations are directly influenced by the area of study they are in(Webbink & Hartog, 2004).

Goal Setting Theory

A goal is simply defined as what an individual is consciously trying to do or achieve. Goal setting is one of the most replicated and influential paradigms in the management literature. In numerous countries and contexts it has consistently demonstrated that setting specific, challenging goals can powerfully drive behavior and boost performance(Ordóñez, Schweitzer, Galinsky, & Bazerman, 2009). Goal-setting theory developed inductively within industrial/organizational (I/O) psychology for over a 25-year period, based on laboratory and field studies, showed that specific, high (hard) goals lead to a higher level of task performance than easy goals or vague, abstract goals. Such that so long as a person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals, there is a positive, linear relationship between goal difficulty and task performance.

Goals' setting is first and foremost a discrepancy creating process. It implies discontent with one's present condition and a desire to attain a desired object or outcome(Locke & Latham, 2006).Lunenburg (2011)came up with a simplified model (Fig 1.)to explain goal setting theory;one's values create a desire to do things consistent with the desire, desires are packaged in goals, goals direct attention and action, challenging goals mobilize energy, leading to higher effort, with increased persistent, and accomplishing a goal can lead to satisfaction and further motivation, otherwise frustration and lower motivation sets in. This theory treats job satisfaction

as a function of the size of the perceived discrepancy between intended and actual performance. Job satisfaction and dissatisfaction are therefore a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing.
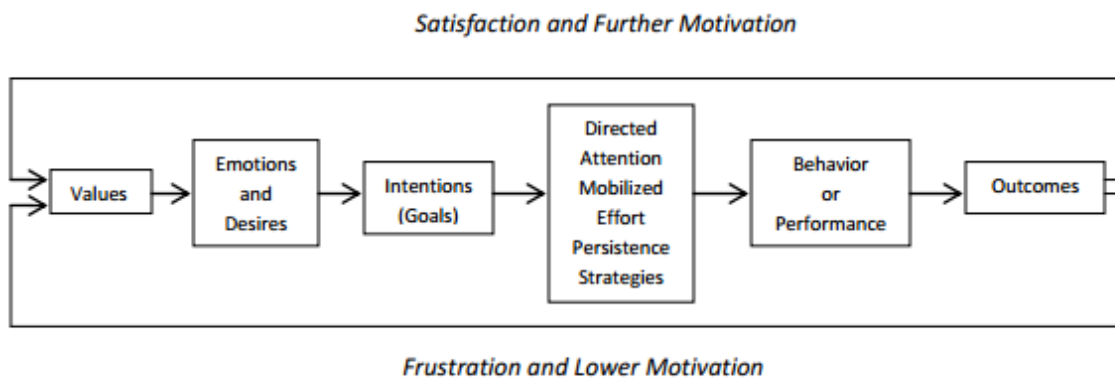
Satisfaction and Further Motivation

Frustration and Lower Motivation

Figure 1: General model of goal-setting theory adapted from Lunenburg (2011)

HoweverOrdóñez et al., (2009)in their paper entitled 'Goals Gone Wild: The Systematic Side Effects of Over Prescribing Goal Setting', they sharply criticize the theory, saying itis overemphasized and that it has powerful and predictable side effects. They arguegiving an example of Sears, Roebuck and Co.'s experience with goal setting in the early 1990s. Where Sears by setting sales goal for its auto repair staff to $147/hour prompted staff to overcharge for work and to complete unnecessary repairs on a companywide basis. In conclusion there is a direct connection between the values imparted on young university finalists, the goals they set or expectations they have of employment and the effort they put to achieve the goals set. However, it is worth to note, based on Ordóñez et al., (2009)critique, that the subjects of study may go to great lengths to achieve their goals, which may at times be far from what is ethically right.

Expectancy Theory

This theory was originally formulated by Victor Vroom in what he called the valency instrumentality–expectancy theory. Valency stands for value, instrumentality stands for the belief that if we do one thing it will lead to another, and expectancy is belief in the probability that action or effort will lead to an outcome(Lawler & Suttle, 1973). Expectancy theory is based on four assumptions; 1. People join organizations with expectations about their needs, motivations, and past experiences. 2. Individual's behavior is a result of conscious choice 3. People want different things from the organization such as good salary, job security, advancement, and/or challenge 4. People will choose among alternatives so as to optimize outcomes for them personally. The four assumptions leads to the argument that a person is motivated to the degree that he or she believes that their effort will lead to acceptable performance (expectancy), that will be rewarded (instrumentality), with a value that is highly positive (valence) (see Fig 2.) (Lunenburg, 2011a)
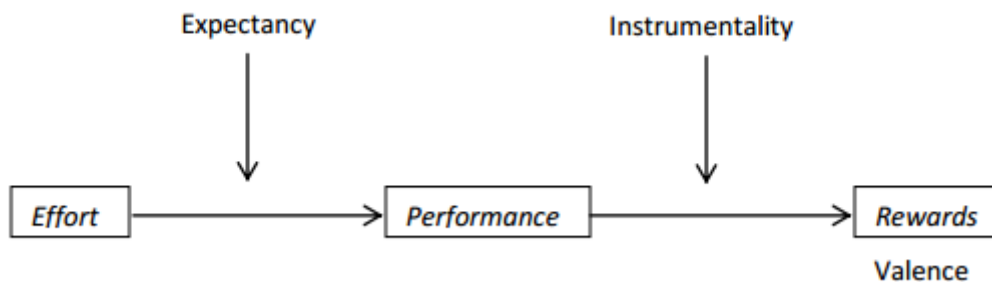
Figure 2: Basic expectancy model

Parijat & Bagga, (2014) in their study entitled "Victor Vroom's Expectancy Theory of Motivation – An Evaluation" acknowledges that expectancy theory is one of the most acceptable theories of motivation with substantial evidence to support. And that it can help managers understand the psychological processes that cause motivation within their organization. They further confirms it to be scientific and able to explains many of the phenomenon related to employee efforts, work performance, employee motivation as observed in organizations. In spite of that they warn that the theory can be complex with many variable, measures of valence can be difficult to calculate but concludes its useful in many aspects.

EMPIRICAL REVIEW

Starting Employment Expectations

Young graduates have experienced difficulties in securing their first job and for those who succeeded a high proportion holds jobs that does not correspond to their education and expectations(Ismail, 2011). This is in spite of the fact that in addition to the academic qualifications they hold, a good number of university graduates already hold professional qualifications by the time they graduate, further increases their expectations.

Millennials in particular appear to have high expectations when it comes to promotions and pay raises. They are ambitious, learn quickly and on the move for something bigger and better hence their frequent job changes, because they cannot wait two years so as to get promoted(Ng et al., 2010). This ambition makes them hardly stay with an employer whereas employers prefer those who will work with them longer to guarantee stability. Though traditional employment in Kenya consisted of permanent and pensionable terms, current labour market is contractual type and is increasingly becoming more favorable both for the employer and employee. This seems to favor the millennials' habit of quickly learning the work and moving on to the next challenging and well-paying job.

Synovate Kenya, in a survey conducted between 5th and 9th July 2011 and targeting 18 to 30 year olds in formal employment, found that 65% of the respondents were actively looking for a

new job and only 35 % were satisfied with their jobs at that time(Ireri, 2011).In their study of Employer Needs and Graduate Skills, (Weligamage & Siengthai, 2003) found that employers and fresh graduates harbor different important expectations of the employee; while self-dependence was ranked most important at position 1 by graduates, it was ranked at position 5 by employers. On the same note, honesty which featured as the most important characteristic of employees by employers at position 1, it featured at position 7 in the fresh graduates' rankings. As employers strive to attract and hire high value young employees, it is more important than ever for them to understand the expectations of the fresh graduates and what additional values they bring to the labour market.

Job Entry and Market Requirements

All over the world young graduates, have experienced difficulties in securing their first job and for those who succeeded a high proportion holds jobs that does not correspond to their education and expectations(Ismail, 2011). In spite of this many employers around the world, complain about their inability to fill job vacancies, with the recruitment bottlenecks ranging from 3% in Ireland and Spain to 85% in Japan in 2013. About 6% of South African employers reported difficulties in filling jobs. Though in most countries, reported recruitment difficulties declined from 2007 to 2013, the global financial crisis of 2008 led to a sharp rise in unemployment and hence a larger pool of candidates per vacancy. In spite of this large human resource base, employers experiencing recruitment difficulties attribute it to ill-prepared persons who lack required technical competencies(World Economic Forum, 2014). Skill gaps reported by employers globally include a lack of generic or soft skills, namely team work, interpersonal skills, leadership, knowledge of foreign languages, readiness to learn, problem solving and ICT skills (Yusof & Jamaluddin, 2015). The development of any nation is determined by the composition of its workforce and is dependent on the country's human resource development structures and programs. Education sector plays an important role in shaping up the composition of a country workforce by enhancing the employability of their graduates (Menon et al., 2012).

In the past few years, Kenya has experienced a tremendous growth in the education sector, specifically higher education. The predictable result of this growth has been the entry of thousands of players annually into the labour market, in the hope of meeting the employment expectations. In spite of this increase in workforce population, the employer's skill expectation may or may not have adequately been met(Ng et al., 2010) as relatively high unemployment coexists with widespread recruitment challenges faced by employers. With the expansion of higher education in the last 10 years, greater attention have now shifted to the labour market prospects since the current imbalances may be created between higher education and labour market demands(Ismail, 2011) in addition to employee expectation and career growth.

Career and Career Growth Expectations

Career growth refers to the many jobs that a person holds and represents progress; whether through increased recognition or salary, or the respect one receives from colleagues (Guillot-Soulez & Soulez, 2013). Career growth is conceptualized to consisting of four factors: career goal progress, professional ability development, promotion speed, and remuneration growth (Adekola, 2011). A person's career is not just a job, but revolves around a process, an attitude, behaviour and a situation in the person's work life to achieve set career goals. Theorists and practitioners seem to accept the assumption that nearly everybody seeks satisfaction in his or her work such that if a person becomes engaged in work that matches his occupational choices, he is likely to experience job satisfaction. Hence, career management requires initiative from both organizations as well as individuals in order to provide maximum benefit for both (Okurame, 2014). Employees all around the globe also seem to agree that personal growth is not purely work related nor just a matter of personal development outside the job but rather a combination of the two (Adekola, 2011).

Generation Y is widely considered to be the next big generation' (Cui, Trent, Sullivan, & Matiru, 2003) and employers need to understand it (Guillot-Soulez & Soulez, 2013; Terjesen, Vinnicombe, & Freeman, 2007). Conspicuously, what makes people in this generation 'stick' in the workplace, differs from previous generations such as Baby Boomers and Generation X (Steenackers & Breesch, 2014). Because many recruiters and managers of career entrant of Generation Y's are themselves of pre-Generation Y eras, there is an emerging intergenerational management phenomenon in contemporary workplaces. Tolbize, (2008) and (Deyoe & Fox, 2011) confirms that some of today's teenage workforce working along the older generation have generational issues that as managers must recognize and deal with.

Today's young workforce expects so much, so fast, it catches highly experienced managers off guard'. Rather than implicitly understanding Generation Y's approach to work and career as it reflects their own, many managers may have to build their understanding explicitly because Generation Y is so different. Generation Y is levelled to exhibit a raft of characteristics that collectively make their viewpoint of their careers conspicuous (Terjesen et al., 2007). Generation Y are reported to have high salary expectations in spite of the economic climate (Terjesen et al., 2007), job promotion in addition to desire of the opportunities for career advancement, good work-life harmony, and good relationships resulting in job changes (Ng et al., 2010). Employers on the other hand prefer those who will work with them longer to guarantee stability. Synovate Kenya, in a survey conducted between 5th and 9th July 2011 and targeting 18 to 30 year olds in formal employment, found that 65% of the respondents were actively looking for a new job and only 35 % were satisfied with their jobs at that time (Ireri, 2011).

Generation Y graduates expect rapid career progression with university graduates anticipating progression to management at the same pace or more quickly than their boss expect. D'Amato

and Herzfeldt, (2008) purport that learning and development is of vital importance to this generation as they have a continuous need for development in order to remain marketable. This generation often look for positions where they can repeatedly increase their knowledge and are not willing to remain with a company if they do not receive work that is progressively more challenging (Weligamage & Siengthai, 2003).

Simply stated, career aspirations (or employment desires) provide information about an individual's interest and hopes, unfettered by reality (Hellenga et al, 2002). Several studies on the values and motivations of students across countries as well as common work values look at: salary (and benefits), job security, advancement, development, challenges and responsibility, work life balance and international career (Codrington, 2007; Cruz, 2007; Cennamo & Gardner, 2008; Sharma & Madan, 2014). Some studies have found little difference in selecting work values across countries by employees; salary, job security and advancement (Saeed et al., 2013). In the U.S. job as opportunity for advancement, job security and a good insurance package in the years 1968 to 1980's could be related to the then impending economic crisis, the emphasis in the political debate on health and social security in the run up to the United States of America election or the influence of parents (Cruz, 2007 ; Codrington, 2007; Islam et al., 2011; Guillot-Soulez & Soulez, 2013).

A Canadian study of business students found priorities in a job included opportunities for advancement, training and development opportunities, good colleagues and managers, challenging work and a good starting salary (Saeed et al., 2013; Domenico & Jones, 2006; Munro, 2009). Interests and work-relevant experiences are frequently cited as bases for choice selection; while negative expectations of work conditions, negative family influence and disconfirming work experience were cited as reasons to reject choices(Domenico & Jones, 2006). However Ng, Schweitzer, and Lyons (2010)in their study "New Generations, Great Expectations" observe that many of the career goals and expectations among fresh graduates (specifically the Millennials) are "supersized', unrealistic and disconnected between their reward and performance.

Factors Associated with Career Growth

Career aspirations are influenced by a range of factors including demographics, socioeconomic status, parents' occupation and parental expectations (Domenico & Jones, 2006).

Demographic factors

Traditionally men were given the primary role of bread winner while women were put in charge of child care and maintenance of family dwelling. This historical thinking has made gender is one of the most powerful influences on vocational behavior and career choice (Moya, Expo, & Ruiz, 2000). In the 1970s females had more restricted career aspirations than males, by 1980s females had broader career preferences, yet their expectations for career attainment remained

low, especially for high status position due to factors such as sexism, discrimination, and limited education (Moya et al., 2000; Domenico & Jones, 2006; Ng et al., 2010). Recent studies however display female having more gender-role flexibility in their career aspirations than males (Abiola, 2014). In Kenya males dominate the employment sector than females across all these age cohorts (KiPPRA, 2013; Vuluku, Wambugu, & Moyi, 2013) and expects higher pay than women (Domenico & Jones, 2006)

Occupational status and education level of parents

Parents' educational level has been positively related to aspirations of youth, as both parents' education level wield a strong influence on career choices of their young ones and more particularly their daughters (Domenico & Jones, 2006; Abiola, 2014; Kapinga, 2014). Dubow, Boxer, & Huesmann (2010) and Wambugu (2013) noted that parental education has a unique predictive role on their children academic outcomes many years later which manifests in their achievement and achievement-related aspirations including career aspiration. In their study "Can Students Predict Starting Salaries? Yes!," Webbink and Hartog(Webbink & Hartog, 2004) concluded that students from high-income families tended to be too optimistic than those from low income families in their employment. The higher one's socio-economic status is while growing up, the higher their salary expectations will be throughout their career (Kapinga, 2014; Noor Azina Ismail, 2011; Ponge, 2013). For managers, this means that a person who has a low socio-economic status growing up could likely be hired on and retained for less money than a similar person who has a higher socio-economic status growing up, as they would have lower expectations.

Social support

Social support has led to the increase in self-employment among the millennial age set, due to the fact that the society is more appreciative of talent. This appreciation is evident from the social, financial and moral support that they receive from their parents and superiors as they pursue their interests. According to Davidsson & Honig (2003), individuals who have family members or close friends who are entrepreneurs tend to be more likely to start their own business than those individuals who have not experienced the same level of exposure to entrepreneurship. In addition, willingness and presence of an opportunity are both necessary conditions for self-employment to occur and both were found to be enhanced through experience gained. (Sharma & Madan, 2014)

Working environment desires

Armstrong (2006) documents the elements of talent management as follows; attraction and retention policies and programs, talent audit, role development, talent relationship management, performance management, total reward, learning & development and career management. To ensure an all-inclusive work environment, talent management has to be taken into consideration.

Talent management is the use of an integrated set of activities to ensure that the organization attracts, retains, motivates and develops the talented people it needs now and in the future, with the aim of securing talent flow, bearing in mind that talent is a major corporate resource. Characteristics such as organization structure, size, technology as well as rituals and ceremonies establish organizational culture and gives identity to employees. The employees' satisfaction and commitment with organization is directly related to the overall culture and support system of organization (Bushra, Usman, & Naveed, 2001; Islam et al., 2011; Saeed et al., 2013).

Usually employee's acts and deeds at work (such as behaviours, attitudes, interactions with coworkers, and person-organization) demonstrate the alignment of the individual and organizational values(Sharma & Madan, 2014). Millennials are continuously looking for feedback and advice from their superiors. On the job, they expect frequent direction from managers regarding their performance (Cruz, 2007). They recognize the role knowledge plays in career advancement and look for opportunities to quickly learn viewing failure as a motivator and not a deterrent but an opportunity to improve job performance (NAS, 2006; D'Amato & Herzfeldt, 2008; Black, 2010). Better working conditions and environment to employees increase employee loyalty and hard work for the high interest of the(Saeed et al., 2013).

RESEARCH METHODOLOGY

Research Design

The study was based on a descriptive cross sectional survey. This method is recommended for studying the general condition of people or organizations since it investigates the behavior and opinions of people; usually information is collected through administering questionnaires (Khalid, Hilman, & Kumar, 2012). The participants were interviewed within a span of two weeks using a structured survey questionnaire. The findings of the survey were analyzed descriptively to describe the participants' characteristics and their expectations.

Target Population

The target population for this study was randomly selected undergraduate students in their final year of study at fifteen (15) randomly selected University Campuses located within Nairobi county. Nairobi county has 47 campuses/constitutent universitycolleges, 15 of which are public universities while the rest are privately owned (see table 3.1). Students of all degree programs were eligible by year of current study, which was the final year of the specific degree program that the student was pursuing.The universities were selected over other institutions of learning following their consistent rapid expansion in the last 10 years.

Sampling Design

Michieka, (2013) acknowledges that Cooper & Schindler argurment that if well chosen, samples of about 10% of a population can often give good reliability. Thirty percent of the Nairobi

county universities were considered in the study constituting a total of fifteen universities. The fifteen participating University campuses were being selected after stratification by university ownership to either private or public. Sampling frame was generated based on CUE numbering order after stratification (see appendix I). To ensure proportional allocation of campuses by ownership, five (5) of the selected universities were public universities while the other ten were private universities. Using the random table (see appendix II) random universities selected based on the CUE university list are listed in table 2 with selected random numbers colored in yellow and repeated colored green in random table.

Table 2: Sampled universities in the order of sampling

CUE _NO.	SAMPLING FRAME NUMBER	UNIVERSITY	CAMPUS/ CONSTITUTENT COLLEGE	OWNERSHIP
113	26	United States International University	Main Campus	Private
86	08	Daystar University	Nairobi Campus	Private
123	31	Multi-Media University of Kenya	Nairobi CBD Campus	Private
93	12	KCA University	Monrovia Plaza Campus	Private
105	19	Mount Kenya University	Union Towers Campus	Private
106	20	Multi- Media University	Main Campus	Private
89	09	International Leadership University	Main Campus	Private
102	16	Mount Kenya University	MKU Parklands Campus	Private
94	13	Kenya Methodist University	KEMU Hub Nairobi	Private
91	10	KAG EAST University	Buruburu Campus	Private
112	09	Technical University of Kenya	Main Campus	Public
124	15	South Eastern Kenya University	Nairobi City Campus	Public
96	04	Kenyatta University	Main Campus	Public
101	08	Moi University Nairobi Campus	Moi Avenue Campus	Public
122	14	Kisii University	Nairobi Campus	Public

Within each selected Campus a minimum of three degree programs per campus was selected randomly from a list of all degree programs offered in that Campus, with a minimum of seven students selected per degree program. The eligible students in the degree program were recruited sequentially until the degree program target sample size was reached. Each recruited respondent was then be issued with a questionnaire at the end of a class session; with all approached

students being invited to voluntarily participate though a written informed consent administered by the researcher.

Sample size for the survey was calculated using the formula:

$$n = (z2pq)/d2, \text{(Mugenda, 1999)}$$

Where: n= desired sample size; z= standard normal deviate at the required confidence level. That is the abscissa of the normal curve that cuts off an area a at the tails (1 - α equals the desired confidence level e.g., 95%); d = the marginal error allowed or degree of accuracy desired (in our case 95% confidence limit, thus marginal error allowed, d=0.05); p= the proportion of the target population or the estimated characteristics being measured (we assume a p value of 50%).

Suppose we desire a 95% confidence interval and ±5% precision then the resulting sample size is:

$$n = \{(1.96)^2*(0.5)*(0.5)\}/(0.05)^2$$
$$n = 384.16$$

According to the Kenya country report for the 2014 ministerial conference on youth employment by Kaane (2014) the number of graduates entering the the job market were 50, 000 which is above 10, 000 so no correction factor was required. Therefore a minimum total of 385 final year students was to be interviewed to respond to the research questions.The study therefore targeted a total 390 students to allow for equal propotional allocation of individual university sample size of 26 final year students per university.

Data Collection Instruments

The survey was conducted using structured self administered questionnaires to allow generation of direct response from the study respondents. Questionnaires were preffered due to the fact that they are easy to administer and allow greater flexibility on the part of the researcher. The questionnaire was developed by the researcher by adapting some questions from other survey questionnaires. The questionnaire had four sections with the first section asking questions covering the respondents' demographics, family information and academic background. The second section exploring the final year students' salary expectations and associated factors. The third section looked at the final year students' career options, growth determinants and expectations.

Data Collection Procedure

Before participation the students were issued with informed consent forms which they signed after reading and accepting to participate. All the information collected was treated in

confidence, and was only used for the purpose of this academic research. A cover letter was attached to the survey which explained the research objective and instructions for completing the survey. Additionally, letters from Kenyatta University and N.A.C.O.S.T.I were also attached to prove authenticity of the research.

Data Analysis and Presentation

The questionnaires data was processed and analyzed using SPSS version 18. The analysis consisted of five stages. First findings were analyzed descriptively to determine the frequencies of various descriptive factors. Second data robustness was established by principal component factor analysis employing the varimax rotation option to uncover the underlying factors associated with the independent, dependent, mediating and intervening variables measured. At the third stage of the analyses reliability estimates were run to ensure consistency and stability of data by using Cronbach"s coefficient alpha, which measures how well the variables positively relate to one another. The fourth stage conducted correlation analyses. To compare groups of categorical variable chi square test statistic for association was used to determine level of significance among the groups, with regression analysis used to evaluate association between quantitative variables such as age and salary expectation.

RESEARCH RESULTS

This study sought to find out the determinants of starting employment and career growth expectations of final undergraduate students in Nairobi, Kenya. This chapter, therefore provides a summary of the research findings that answer the research questions, and also looks at the conclusions and recommendations.

Starting employment expectations upon being hired after graduation

A majority of the respondents expect to be employed within the first year with a pay of between 50,000 to 89,000 Kenya shillings in their first employment and also preferred formal employment with only 29.9% preferring self-employment. There was no significant difference in the salary expectation between males and females.

Career growth expectations

Better growth opportunities and work flexibility featured highly among reasons for the choice of a particular employer, with the study revealing that students expected to be promoted to the next level in 1 year.

The effects of socioeconomic and demographic factors on starting employment, salary and career growth expectations

Students from families with lower income are likely to accept lower pay as compared to their counterparts and have also shown willingness to hold longer on jobs that do not meet their expectations before moving on to another job.

The effect of social support and parental factors starting employment, salary and career growth expectations

Mother's education level and spouse education level had a significant effect on starting employment and career growth expectations, while students whose parents are entrepreneurs showed a higher preference for self-employment and had higher expectations for career growth.

The effect of socioeconomic and demographic factors on 2016/2017 academic year undergraduate finalists on starting employment, salary and career growth expectations

The undergraduate finalist characteristics such as gender, expected duration to getting the first employment, level of mother's education as well as the level of education for the marital partner for the married respondents was significantly associated with the graduates' anticipation that the first employer will meet the graduate's expectations (see Table 4.3). This is as per (Domenico & Jones, 2006) who concluded that the career aspirations of millennials are largely influenced by a range of factors including demographics, socioeconomic status, parents' occupation and parental expectations.

Table 3: Factors Associated with Meeting undergraduate finalists Job Expectation on First Employment

	Expectation inadequately met n(%)	Expectation adequately met n(%)	Total n(%)	Chi	p-value
Mothers education level					
University education	80 (31.3)	12 (9.7)	92 (24.2)	21.77	0.000
Diploma/Certificate	112 (43.8)	76 (61.3)	188 (49.5)		
Secondary and below	64 (25.0)	36 (29.0)	100 (26.3)		
Total	**256 (100)**	**124 (100)**	**380 (100)**		
Partners education level					
University education	56 (87.5)	20 (55.6)	76 (76.0)	14.34	0.001
Diploma/Certificate	4 (6.3)	12 (33.3)	16 (16.0)		
Secondary and below	4 (6.3)	4 (11.1)	8 (8.0)		
Total	**64 (100)**	**36 (100)**	**100(100)**		

Duration to first employment upon graduating					
			388	16.52	0.000
Below 1 year	252 (87.5)	136 (94.4)	(89.8)		
2-3 years	28 (9.7)	0 (0)	28 (6.5)		
4+ years	8 (2.8)	8 (5.6)	16 (3.7)		
Total	**288 (100)**	**144 (100)**	**432 (100)**		

The analysis revealed that there was no significant difference in the salary (earning above or below 90, 000 Kenya shilling) expectation between male and female with approximately 46.81% males and 46.27% female having a salary expectation of above 90,000 Kenya shillings, thus contradicting the findings of Jessica Burton et al (2011) in their study 'Generation Y: Why high expectations for pay and promotion', where they concluded that females have lower employment pay expectations than males. However, in the anticipation that the first employment will meet their expectation there was a significant difference by gender with a larger proportion of all the males surveyed (74.5%) expecting that their first job will not meet their expectation whereas of the females surveyed 62.7% agreed that their first employment will inadequately meet their expectation. This resonates with the findings of Ben J.,,John B., and Jacob M. (2008) in their paper ' Are men more optimistic?' in a study that spanned across 18 counties, they concluded men are more optimistic than women over time and across countries; their finding holds for confidence about respondents own future financial situation. Similar surveys in several European countries showed similar patterns. Some of the factors that were not significantly associated with undergraduate finalists' first employer meeting their job expectation at 5% level of significance included average family income with chi square value of 2.0889 and p-value of 0.352, fathers education level with chi square value of 4.3493 and p-value of 0.114, student category whether parallel or government sponsored (KUCCPS) with chi square value of 0.0739 and p-value of 0.786, graduates marital status with chi square value of 0.0012and p-value of 0.973 and the graduates with chi square value of 0.3201and p-value of 0.572.

When evaluating their employer choice the undergraduate finalists' sex, expected start salary, reason for the employer choice and anticipated duration to getting the first employment after graduating were significantly associated with the undergraduate finalists choice for government or none government as an employer at α = 0.05 (see Table 4.4).However marital status (chi-square=1.6534, p-value=0.198), average monthly family income (chi-square=5.8967, p-value=0.052) and student category (chi-square=3.1021, p-value=0.078) were not significantly associated with the choice of employer.

Table 4: Bivariate analysis of age and employment expectation

	Less than 25 years old n(%)	25+ years old n(%)	Total n(%)	Chi	p-value
Employment expectation met					
Expectation not adequately met	168 (66.7)	140 (68.6)	308 (67.5)	0.1977	0.657
Expectation adequately met	84 (33.3)	64 (31.4)	148 (32.5)		
Total	**252 (100)**	**204 (100)**	**456 (100)**		
Choice of employment					
Non-Government	144 (57.1)	120 (58.8)	264 (57.9)	0.1306	0.718
Government	108 (42.9)	84 (41.2)	192 (42.1)		
Total	**252 (100)**	**204 (100)**	**456 (100)**		
Asking salary category					
Below 100k	180 (71.4)	124 (60.8)	304 (66.7)	5.7479	0.017
100k +	72 (28.6)	80 (39.2)	152 (33.3)		
Total	**252 (100)**	**204 (100)**	**456 (100)**		
Duration to first employment upon graduating					
Below 1 year	228 (93.4)	160 (85.1)	388 (89.8)	9.3874	0.009
2-3 years	12 (4.9)	16 (8.5)	28 (6.5)		
4+ years	4 (1.6)	12 (6.4)	16 (3.7)		
Total	**244 (100)**	**188 (100)**	**432 (100)**		

The effect of social support and parental factors on 2016/2017 academic year undergraduate finalists on starting employment, salary and career growth expectations

Parents had the largest frequent influence on undergraduate finalists employment preferences followed by teachers and professional counselors with siblings and friends having largely lower influence (See figure 4.4) This finding corroborates Dubow, Boxer, & Huesmann (2010) and Wambugu (2013) assertion that parental education has a unique predictive role on their children academic outcomes many years later which manifests in their achievement and achievement-related aspirations including career aspiration.
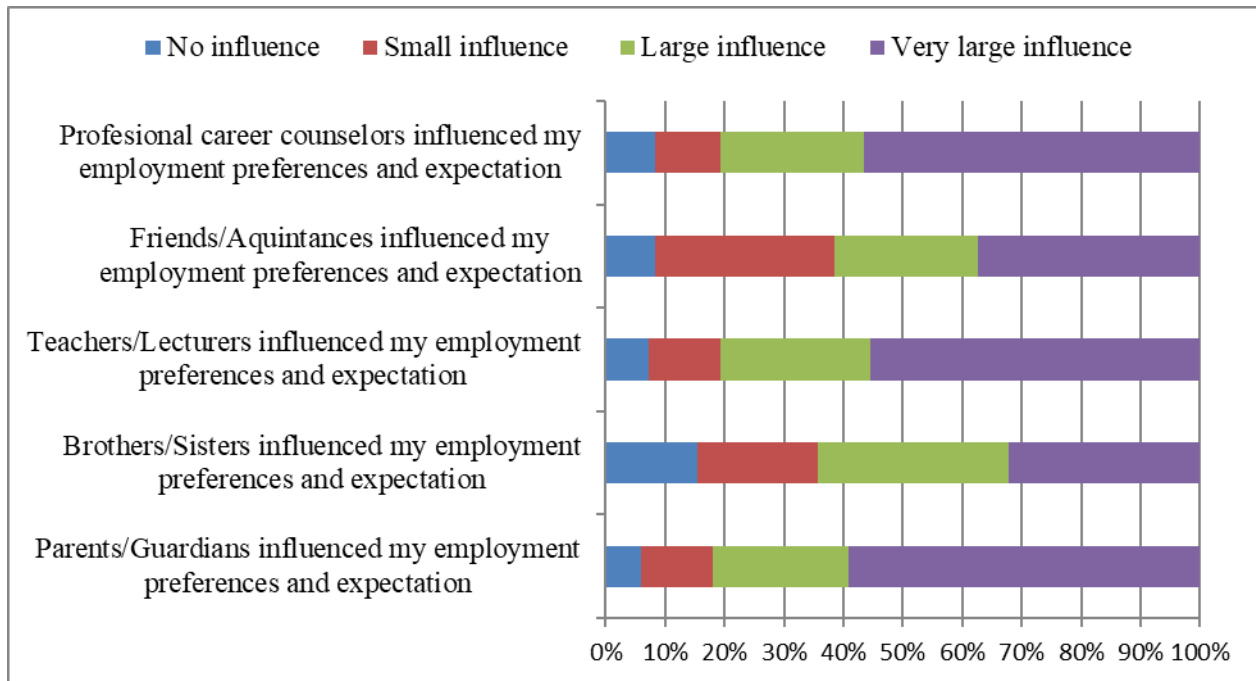
Figure 3: influence on Student Employment preference and Expectation

Furthering studies is largely discussed than choice of employment or preparation for the career beyond what is covered in academics. This could best explain the rush by many to acquire higher academic papers at younger age than the earlier generations (See figure 4.5)
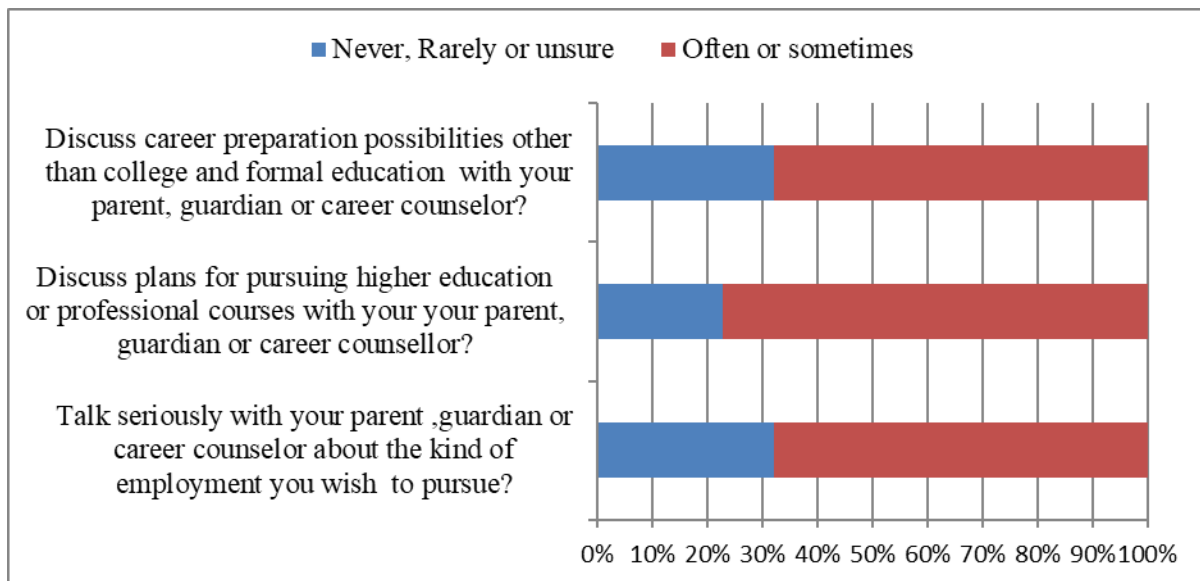

Figure 4: What students consult on with parents, guardians and counselors

CONCLUSIONS

Student Demographics

A majority of the students in the survey were females some of whom were mature student which is a reflection of females' higher acceptability to participate in survey studies than their male counterparts. Secondly the older age of some of the female is a reflection of those who missed academic opportunity while young are getting the opportunity to go back to school at an older age. This is however also confirms that the female population in the universities has also gone up especially with females in the age group 20-24 taking the largest proportion of those interviewed.

Business courses students were the most commonly interviewed in the selected university campuses, followed by education courses and applied science where ICT related courses dominated. This is a reflection of the fact that most of the campuses at Nairobi CBD operated evening classes where the courses pursued were mainly targeting working class persons. This can be seen from the fact that a majority of the students were parallel students

Starting Employment Preference

Students who had regular talks with their parents or guardians regarding their careers had clearer expectations of the same than those who did not. They also had the heavy influence of their parents in making career decisions. This is seen in the students that aspire to be self-employed and their parents/guardians are already running businesses. This also confirms the fact young people tend to pick a lot from what they observe in the people close to them as they grow up.

The government is the most preferred employer with self -employment being the least preferred option, with most finalists indicating that the government offers better job security and growth opportunities. Still on self-employment, more females than males prefer self-employment to other forms of employment. This could be attributed to female child empowerment that has been given a lot of focus with excelling female entrepreneurs being given a lot of recognition for example the through the Kenya's Top 40 under 40 Women campaign that is run by the Nation Media House's Business Daily.

Students who plan to be self-employed are likely to get into sectors that they are familiar with, either they have seen people close to them running similar businesses or their studies are in the said sector.

A notable observation is that students have unrealistic expectations of their first employment upon graduation. This is seen from the fact that close to half of the respondents would ask for over 90,000.00 Kenya shillings in their first employment upon graduation. They also expect to get employment within 12 months of graduation which may not be tenable.

Career Growth Expectations

Students who are keen on career progression are not keen on a high starting salary and vice versa. More males than females were hopeful that their first employment will meet their expectations with most of them hoping to be promoted to the next level in 1 year of employment. Students keen on career progression are not willing to spend a lot of time on employment that is not 'promising'. Undergraduate finalists are not willing to consider working as volunteers in organizations.

Determinants of Starting Employment Expectations upon Graduation

Gender, level of mother's education as well as the level of education for the marital partner for the married respondents, average family income, and observation/ previous experience in employment has an impact on the starting employment expectations upon graduation.

RECOMMENDATIONS

Based on the conclusions drawn from this study, following are the recommendations to the various concerned bodies;

Training Institutions

Institutions should consider incorporating employability skills training in their curricula. This should be able to give graduates an idea of what is expected of them in employment apart from the academic papers. Another useful addition would be mentorship programs, with the preferred mentors being individuals in the relevant professional fields for the different students. This would help paint a realistic picture to the students of what the professional world is like and would help align their expectations closer to reality.

Parents/ Guardians

Parents should create time to discuss with their children about their careers, and if possible offer mentorship in the area that the student is interested in. This can be done by the parent/guardian if he/she is knowledgeable in the area of the child's interest or arrange to introduce the student to a specialist in the said area. This will help demystify perceptions about what professions entail.

Employers

Employers should put in place policies that support career growth. This will help retain the employees who are keen on the same within the organization. This should also include training and development. Flexible work plans also featured highly in the starting employment expectations and therefore employers should also consider flexible working arrangements and also put in place systems to support the same.

Future Research

In this study, the researcher has noted that some respondents were in their thirties and forties, and therefore not in the target generation for the study. The said students belonged in the generation X, which is the generation preceding General Y, and will therefore have different characteristics from the millenials. Therefore, this study therefore recommends that in future studies of the millenials the qualifications for millenials be restricted to the said generation. It was also observed that most of the respondents (including those in public universities) were self-sponsored thus quite limiting the research in terms of the socioeconomic background of the respondents. This is as a result of the target population being students in universities in Nairobi C.B.D, of which most of them are not placed by the K.U.C.C.P.S. Therefore, the study recommends that further research should include campuses that host government sponsored students. The researcher is also recommending that future research be conducted to establish the extent to which the expectations of the said undergraduate finalists were met and if not what measures they took.

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Appendix I: Nairobi County University And Constituent College List

Copied from the CUE list *"Recognized university campuses in Kenya – July 2016"*

CUE _NO.	UNIVERSITY	CAMPUS COLLEGE	ACCREDITATION STATUS	Private/ Public	Sampling Frame Number
79	Africa International University	Main Campus	Accredited in 2011	Private	1
80	Aga Khan University	Main Campus	Accredited in 2002	Private	2
81	Catholic University of East Africa	Main Campus	Accredited in 1992	Private	3
82	Catholic University of East Africa	Hekima University College	Accredited in 1993	Private	4
83	Catholic University of East Africa	Tangaza University College	Accredited in 1997	Private	5
84	Catholic University of East Africa	Marist International University College	Accredited in 2002	Private	6
85	Catholic University of East Africa	Regina Pacis University College	Accredited in 2010	Private	7
86	Daystar University	Nairobi Campus	Accredited in 1994	Private	8
87	International Leadership University	Main Campus	Accredited in 2014	Private	9
91	KAG EAST University	Buruburu Campus	Adopted as accredited in 2014	Private	10
92	KCA university	Main Campus	Accredited in 2013	Private	11
93	KCA University	Monrovia Plaza Campus	Accredited in 2016	Private	12
94	Kenya Methodist University	KEMU Hub Nairobi	Accredited in 2010	Private	13
95	Kenya Methodist University	KEMU Plaza Nairobi	Accredited in 2010	Private	14
100	Management University of Africa	Main Campus	Accredited in 2011	Private	15
102	Mount Kenya University	MKU Parklands Campus	Accredited in 2015	Private	16
103	Mount Kenya University	MKU Towers Campus	Accredited in 2015	Private	17

104	Mount Kenya University	Moi Avenue Campus	Accredited in 2015	Private	18
105	Mount Kenya University	Union Towers Campus	Accredited in 2015	Private	19
106	Multi- Media University	Main Campus	Accredited in 2013	Private	20
107	Pan Africa Christian University	Main Campus	Accredited in 2008	Private	21
108	Pan Africa Christian University	Valley Road Campus	Accredited in 2015	Private	22
109	Pioneer University	Main Campus	Accredited in 2012	Private	23
110	Riara University	Main Campus	Accredited in2012	Private	24
111	Strathmore University	Main Campus	Accredited in 2008	Private	25
113	United States International University	Main Campus	Accredited in 1999	Private	26
114	University of Eastern Africa, Baraton	Nairobi Campus	Accredited in 2015	Private	27
116	Africa Nazarene University Nairobi CBD Campus	Nairobi Campus	Under Review	Private	28
117	Catholic University of East Africa	Nairobi Campus	Under Review	Private	29
121	Kabarak University	Nairobi Campus	Under Review	Private	30
123	Multi-Media University of Kenya	Nairobi CBD Campus	Under Review	Private	31
125	St. Paul's University	Nairobi Campus	Under Review	Private	32
88	Jomo Kenyatta University of Agriculture and Technology	Karen Campus	Accredited in 2016	Public	1
89	Jomo Kenyatta University of Agriculture and Technology	Nairobi CBD Campus	Adopted as accredited in 2013	Public	2
90	Jomo Kenyatta University of	The Cooperative University College of Kenya	Accredited in 2011	Public	3

		Agriculture and Technology			
96	Kenyatta University	Main Campus	Accredited in 2013	Public	4
97	Kenyatta University	Nairobi City Campus	Accredited in 2015	Public	5
98	Kenyatta University	Parklands Campus	Accredited in 2015	Public	6
99	Laikipia University	Upper Hill Campus	Accredited in 2015	Public	7
101	Moi University Nairobi Campus	Moi Avenue Campus	Accredited in 2015	Public	8
112	Technical University of Kenya	Main Campus	Accredited in 2013	Public	9
115	University of Nairobi	Main Campus	Accredited in 2013	Public	10
118	DedanKimathi University of Technology	Nairobi Campus	Under Review	Public	11
119	Egerton University	Nairobi City Campus	Under Review	Public	12
120	Jomo Kenyatta University of Agriculture and Technology	Westlands Campus	Under Review	Public	13
122	Kisii University	Nairobi Campus	Under Review	Public	14
124	South Eastern Kenya University	Nairobi City Campus	Under Review	Public	15

Appendix II: TABLE 1 - RANDOM DIGITS

Reproduced from <u>Million Random Digits</u>, used with permission of the Rand Corporation, Copyright, 1955, The Free Press. The publication is available for free on the Internet at http://www.rand.org/publications/classics/randomdigits.

Private Public

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