

# EFFECT OF EDUCATION ON HUMAN DEVELOPMENT DIMENSIONS: A CASE OF TRANS-NZOIA COUNTY, KENYA

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**Abstract:** The purpose of the study was to determine the effect of education on human development dimensions in TransNzoia Kenya. The specific objective of the study was to examine the literacy levels on human development in TransNzoia Kenya. The study adopted a descriptive research design with a target population of 3500 employees from Trans County in Kenya and a sample size of 400 employees. The data collection instrument was questionnaire. The study's procedure of data collection was drop and pick method. Piloting was done for testing the validity and reliability of the data collection instrument of the study. Multiple regression was employed to test the significance of the dependent variables on the dependent variable to the others with aid of SPSS version 21. Based on the findings, literacy level ( $\beta = 0.209$ ) was found to be positively related human development in Trans-Nzoia County, Kenya. From t-test analysis, the t -value was found to be 1.305 and the p -value 0.000. Statistically, this null hypothesis was rejected because  $p < 0.05$ . Thus, the study accepted the alternative hypothesis and it concluded that literacy levels affects human development. The study was significant to stakeholders of TransNzoia County which should invest in education since it leads to work-employment, social and well-being satisfaction in society and education acquired contributes immensely towards personal development.

**Keywords:** Literacy Levels, Human Development.

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## 1. INTRODUCTION

Education is considered as an important instrument for promoting economic growth and development of the country. It plays a vital role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of society. The education is not only important for the national economy, but individuals also benefit from it. It is natural to assume that opportunities for employment increase in accordance with the level of education a person holds. Similarly, the level of income is likely to correspond to a certain degree with the level of education most countries, growth is essential if the continent is to climb out of poverty, education is very important factor. For last several decades, developing countries put greater emphasis on primary and, more recently, secondary schooling. But they have neglected tertiary / higher education as a means to improve economic growth (Memnon, 2017). There exists a connection between education and human development. The interdependence between human development (health, employment, and per capita income) and education is an important reason why both factors have a decisive impact on a country's development. Better health is likely to raise the return on investment in education as fitness is an on the earth significant factor in school attendance and school performance. Life expectancy is directly affected by the amount of schooling and with family

income. According to Historians the life on the earth goes back to 2 million years. At that time the number of people was very few. There is an increasing tendency in life expectancy at world level in the recent years. However, the rate is different in different countries. The rapid population growth is primarily the result of a rapid transition from high birth rate and death rate. In this condition the death rates have fallen sharply, but birth rates, are just beginning to fall from their highest level. It is a renowned fact that education is the most effective tool to increase the human capabilities and productivity, which is helpful in achieving the desired outcomes of economic growth and development. In this way, education has always been considered an important factor for socio-economic and development reasons of any nation because it has an ability to raise the quality of human life and capital (Ranis, 2000). The development of the country depends on different factors such as the development of people and organization of human activities. Capital accumulation, natural resources, the assistance form countries and international trade, etc. play a vital role in economic growth, every factor is important but the man's power, and high education is a decisive factor for human development (Stathopoulos, 2011).

A well developed and equitable system of education promotes quality of learning as well as teaching and research that is central to success in the emerging economy (McGrath, 2010). The role of education is not confined to increase the economic development of nations and providing opportunities for individuals. It also promotes the cultural diversity, political democracy, and trade. In other words, higher education can provide better society and the higher education also promote international cooperation (Ortega, 2010).

Economic growth and human development have been under an enormous pressure through various development policies. The shortage of skilled human resources has been a constraint for accelerating and sustaining development. To meet the demand for economic and social development, the focus has to be the development of people's resources. And this of human resources development has to be of national concern through policy-making and implementation (McMahon, 1999). Issues regarding the improvement of the human wellbeing have been on the political agenda worldwide (Allen and Thomas, 2000). Various initiatives press the need to improve human comfort and entice human development. Short-term and unsuccessful attempts for development have enforced the emphasis on sustainability. If the government pays more attention to provide better health and education facilities to the people, then it will lead to increase the gross domestic product of per capita income of the country. Higher GDP means prosperity, and it also means that resources are properly utilized that leads to higher literacy rate in the country (Eddison, 2018). Human development includes an increase rate of life expectancy which is possible in the presence of the higher health facilities available to the citizen of the county. It is well admitting the fact that life expectancy is putting a positive impact on the economy of the country. Higher life expectancy means people have good health which increases the productivity. Having good physical condition, people can perform well, putting a promising impact on the economy (Dowd et al. 2015).

In Pakistan the education system is affected by the social inequalities. Social inequalities of the past were, and are, deeply embedded and reflected in most spheres of social life and have left its mark on the educational system. Social, political and economic inequalities of race, gender, Institutional and spatial nature, have shaped, and continue to shape higher education in Pakistan (Ranis, 2010). Unequal access to and lack of equity in the educational system was a well-known fact and presently an issue of concern in Pakistan (Nawab and Bhatti, 2011). Education is a factor which is to promote increased standards of living and to reduce inequality. The government of Pakistan has taken several steps to improve education sector. According to the Pakistan Education Statistics 2007-08, a total number of new institution increased to 7,242 in a year which has raised the total number to 231,289 in the country. Out of total institutes, 164,579 are in public sector and 81,103 in the private sector. The government has taken several significant initiatives for improving the educational skill of the teachers, and the government is also trying to boost their professional development. At higher levels, the training services has been provided by higher education commission to 3,726 staff members of different universities. The Executive Committee of National Economic Council (ECNEC) approved a project under the provision of the Canadian International Development Agency (CIDA) Debt- Swap which costing Rs. 669.556 million for the purpose of promotion of teacher training and capacity building of teacher training institutes in ICT, FATA, FANA and AJK (Aziz, 2008). In Pakistan, there is a large number of talented employees or manpower, but they have been facing a lot of problems as due to insufficient research and development (R & D), a large number of highly qualified and educated people leave their career for a better career in developed countries. To overcome these problems, the government has taken several steps to improve faculty, promote access/participation and excellence in knowledge and research at a higher level.

Availability of scholarships plays a vital role for the betterment of the country as it is helpful in promoting Human Capital. Therefore, the government has launched scholarship programs at Federal and Provisional level. Currently, 3,237 scholars are studying (under PhD Scholarship Program) in HEC recognized universities in the past four years (Abbasa and Qaisar, 2017). For the sake of improving the research and development in different sectors, the foreign scholarship has been introduced in Pakistan. Especially, the foreign scholarship program is very helpful in the field of engineering, technology and applied science.

The higher education commission has sent 2,600 scholars for studies abroad under the Ph.D scholarship program up to 2007-08. 69 researchers proceeded abroad under Cultural Exchange Program of the year 2007-08. It is well admitting the fact that the educational system of Pakistan is not up to the mark. It is backward or orthodox and needed to be upgraded. In this context, it is an appropriate step of the higher education commission to introduce the international scholarship program. The higher education commission has sent 366 students for undergraduate medical studies (MBBS equivalent) in the year 2006-07 with 20% seats allocated to the earthquake affected areas. The higher education commission has taken this step in collaboration with the Cuban Government. The students are getting higher education from the institution of the developed countries. The students are an active agent for the society, and they can perform actively and productively which in turn will boost the economic performance of the country (Kakar et al. 2011). Government spending on social and community services put promising impact on the economy. The government spending on education will have the effect of removing so many social and economic backwardness of the country. Public expenditure on education will have the effect of increasing the employment level of the country. In the context of increasing the level of literacy, the government of Pakistan has been granted charters of 17 new universities. It is the objective of the government of Pakistan to spread education in the less developed areas of the country. Therefore, 23 new and advance disciplines were launched. Furthermore, 11 foreign institutions were allowed to operate in Pakistan through franchising/ collaborative arrangements with local institutions of higher education.

The government has established four Universities of Engineering, Science and Technology in Pakistan (UESTP) with the collaboration of Germany, Austria, France and China at a total cost of Rs. 164.869 Billion. Three additional universities are to be established in other regions of the country. To, include support the conduct of truly world class research, more than 20 Central Research Laboratories have been established in major universities (Easterly, 2001). As human development index include gross domestic per capita income, employment and life expectancy. Whereas, it is well admitting that life expectancy is highly influenced by the macroeconomic factors. The purchasing power of the people decreases in the presence of the inflation. It means that households have less financial resources to get better health facilities which put a negative impact on life expectancy. Poverty is a multi-dimensional concept which comprises lack of access to better health services, a low degree of literacy, a low level of per capita income and scarcity of basic human rights and security. All these macroeconomic factors are responsible for decreasing the level of life expectancy. It has observed that if the majority of the people in UNDCs especially in the case of Pakistan remains impoverished, uneducated and physically and psychologically weak the family consideration as a source of social security will remain operative.

As developing countries continue to battle poverty despite strong economic growth, understanding the relationship between equity and human development becomes increasingly important. In this context, equity is not equivalent to equality for any specific outcome such as health status, education or income Chavanne Peercy & Nanette Svenson(2016). It is an objective ideal whereby people's achievements are increasingly dependent upon personal effort, choice and initiative rather than predetermined characteristics such as race, gender and socioeconomic background. As such, equity becomes an issue of moral equality based on the belief that people should be treated as equals, with equal access to life chances. This ideal pursues equal access to public services, infrastructure and rights for all citizens, including the right to education. While evidence suggests that education builds healthier, richer, more equitable societies, research on this has focused predominantly on primary and secondary schooling. The authors of this paper begin with an extensive review of existing research and relevant literature. In the second part of their article, they then report on their own study which furthers the discussion by exploring connections between tertiary education and development using equity as a reflection of human development – a holistic extension of economic development. After extracting relevant data from a number of available world reports by the United Nations, the World Bank and other organisations, they carried out a cross-national statistical analysis designed to examine the relationship between tertiary enrolment levels and a composite equity variable. Their results indicate a strong association between higher post-secondary education levels and higher levels of social equity education is expanding rapidly in Africa. Mosweunyane (2016) argues that African universities and their academics have not contributed meaningfully to the developments of an economic, political, social and environmental

nature for the continent. It is argued that this is because of a reliance on western concepts that undermine efforts for development. African development could have been realized if the universities used indigenous concepts. African scholars continue to employ methods of research, which have limited the inventiveness and creativeness of the universities in Africa. There is too much reliance on consultancies undertaken by scholars from the West, instead of local Africans scholars. It is argued that African universities should promote ideological applications based on locally generated decisions with little to no foreign influence, rather than relying on exotic concepts that have failed the African development agendas. Ghana performs better in measures of human development than most Sub-Saharan countries. This is partly due to higher average per capita income for the nation as a whole, but also longer life expectancy.

Levels of social deprivation in Ghana are less severe than many low income countries, however a significant proportion of Ghanaians are excluded from even the most basic capabilities that make for well-being; sufficient income, nutrition, and access to water, health and basic education. Life chances are not equal for men and women in Ghana. Although women have slightly longer life expectancy than men, men have much greater access to education and to higher average incomes than women. It is important that leaders of education institutes are from diverse backgrounds to reflect the desired diversity in the student population (Brannelly, Lewis and Ndaruhutse, 2011). Goodall (2016) reported that female leaders are underrepresented in the top 100 universities (most of them in high-income countries), as identified by the Institute of Education Shanghai at Jiao Tong University (SJTU) Index. Millions more men and women are enrolling in university; according to the UNESCO Institute for Statistics, the number of students enrolled in tertiary education shot up from 6.1 million in 2000 to 12.2 million in 2013. But what does this mean for economic development? Higher education is key to economic development, but the way the two relate is complex, say the researchers. "Of course investing in education leads to improved incomes, but that's just too simple a model to account for real development in the real world," McGrath (2012), Professor of International Education and Development at the University of Nottingham and one of the authors of the study, which is published in the International Journal of Educational Development. Education has been viewed as a potential instrument of national economic development. Human resource development in Eritrea is important for making the nation self-reliant thus the efforts are exerted to achieve this objective. However, Eritrea has been facing so many challenges in its way to develop its own human resources. An attempt is made to highlight what may be termed as tentative issues and lessons emerging from Eritrean higher education. Eritrea has a highly centralized human resource development strategy, which is working to produce human capital for the development of the nation. Müller (2014) argued that this instrumentalist view only considers social position and does not take into account the development of personal identity and new forms of agency on an individual level. This produces contradictions about the impact of education on the individual and the common good. Evidence from Eritrea suggests that access to university was found to improve the freedom of women through greater earning capacity, avoiding restrictive marriages and in general having a better choice of future life with regards to career, travel and further study (Müller, 2014).

A lack of access to education is a key constraint to the development of a country, a situation which can hamper development at both the individual and societal level (Sifuna, 2016). Development has many contested definitions. For this section, development is understood to involve greater social well-being, and protection of the environment. Economic development, understood as the promotion of prosperity and economic opportunity, is not included in detail here to avoid duplication with the above section on higher education and rates of return. However, it is recognized that dividing development in this way is challenging, as many of its elements are interrelated. Bloom, Canning and Chan (2016) argue that the economic benefits of education (including better employment prospects, higher salaries, and a greater ability to save and invest) may result in other development outcomes, including better health and improved quality of life. Education has the potential to contribute to sustainable development by improving social justice by importing equity agendas through the composition of staff and student populations and exporting it by striving to achieve it across the rest of society. Since the international community adopted the SDGs, education is more critical than ever. Despite years of neglect, higher education is central to development in low- and middle-income countries. Capacity strengthening in higher education must be a priority. The challenge is how to release the developmental potential of education, while avoiding the elitist disconnection from society that has characterized higher education in the past (Power, Millington and Bengtsson, 2015).

Recently, there has been Massification in Education Institutions. The term 'massification in education' is used to describe massive increase in student numbers in the higher education institutions and the growth of enrolment beyond the level of academic reproduction and training (Altbach 1982). Scott (1995) used the term massification in the context of education systems to describe the rapid increase in student enrolment in the latter part of the twentieth century. Trow (2000)

described massification using the terms elite, mass and universal education. Rapid Expansion in Education as a signatory of international education declarations and conventions such as Education for All (EFA), the EFA Dakar Framework of Action (2000), the Millennium Development Goals (2000), and the Sustainable Development Goals (2015), the Government of Kenya is obliged to provide education for all citizens, eliminate all forms of discrimination, and improve access to education in alleviating poverty. These obligations have had an impact on the education system such as increased enrolment in basic education, leading to increased enrolment in the education institutions. The global forces resulting from international agreement passed has led to a large number of graduates as a means of meeting the labor market demands to enhance Kenya's global competitiveness. The consequence of these development have impacted the quality of education as there is no system for tracking the return on investment on the graduates at completion. Kenya's education system has changed significantly in the 53 years since independence. Immediately after independence, the government set up elite national universities that catered only for the fortunate few. Then, after 1990, more Kenyans demanded access to university and the system opened up rapidly. Private universities came onto the scene, along with more public institutions. Also in the early 1990s, the government adopted a new market-based policy of financing public universities. This ushered in an era of reduced state support for education.

Today, government funding for Kenya's 33 public universities continues to decline. The average per capita expenditure per student has also fallen tremendously. This funding crunch obviously has a detrimental effect on quality, which manifests in poorly trained academic staff, inadequate libraries, overcrowded classrooms – there are sometimes as many as 400 students in a single class – and low-quality graduates. Universities are expected to raise extra revenue through tuition fees, cost-recovery measures and by commercializing their activities. Some have taken an entrepreneurial route to raise more money: they've set up shopping malls, funeral homes, industrial parks, rented-out property or ventured into catering. These are obviously unrelated to academic programs; they generate very little money and put universities' finances and reputations at risk. The combination of high enrolments and low funding has hit even established universities hard. They don't have enough academic staff and many lecturers aren't properly qualified. They don't have decent teaching or learning facilities or access to innovative technology. This means that teaching often does not advance beyond traditional methods. The inferior academic climate has also seen a surge in academic fraud: plagiarism, fabricated references, students impersonating each other in exams and lecturers demanding money or sexual favors in exchange for passing grades. Inequality in Educational Opportunity University massification due to globalization has had a negative impact on equality of opportunities in higher learning institutions. According to the Education For All (EFA) Global Monitoring Report by UNESCO (2015), education inequality between the 'haves' and 'have-nots' in Kenya is overwhelming (UNESCO 2015). While actual enrolments have increased, class- based disparities in access to university education have also become apparent. The grouping of government-sponsored and privately—sponsored students has led to a division of the student body in classes. Self-sponsored enrolments rely on ability to cover the costs since educational loans are not readily available to such students in Kenya. For the small percentage of students who persist through the primary and secondary school systems, they face challenges in the education admissions' process and financial barriers that create more obstacles in education access. In 2007, for example, of the 82,000 students who were deemed officially qualified for university admission on the basis of their KCSE results (out of the 276,000 students who took the examination), only 10,000 were selected for government sponsorship, 10,000 entered university on a self—paying basis and 5000 entered the private sector, leaving 57,000 qualified students unable to enter higher education (Munene and Otieno 2008). The system then becomes one where, it is not just the best and brightest who attend university, but often the richest or those with financial means (Yakaboski and Nolan 2011). These patterns are detrimental for a country that wants to participate in the global market and to shift reliance from donors and funding agencies to an internal economy.

This study was motivated by deplorable living condition, high illiteracy rates (KNBS, Basic report, 2018) and poverty level regardless of education system in Trans-Nzoia County. This scored low on human development index, high mortality rate, extreme poverty, unemployment and extreme hunger. The general objective was to study the effect of education on human development in Trans-Nzoia County, Kenya. The specific objective of the study was to examine the effect of literacy level on human development in Trans-Nzoia County, Kenya.

## 2. LITERACY LEVEL

Literacy is defined as a particular capacity and mode of behavior, the ability to understand and employ printed information in daily activities, at home, at work and in the community - to achieve one's goals, and to develop one's knowledge and potential (OECD/Statistics Canada, 2000:12). Quality stated education is a basis of great budding for the socio-fiscal and cultural growth and expansion of the nation. Stone, Horejs, and Lomas (2017) found that "The state can

be altered into a developed country within the lifetime of a single generation.” Aspects such as the characteristic nature of higher education establishments, the international agility of scholars, and teacher’s availability of computer founded learning chase of exploration, study and scholarship, globalization of frugality, and evolving encounters of the 21st century have an undeviating impact on the forthcoming progress of education. (Manzoor,2016). The drive for higher education is not merely to spread knowledge in numerous branches of information; it has more profound meaning and purposes. The tenacity may be multi objective and may be named as personal, communal, economical, and cultural (Moore and Farris, 2011). Education and mainly higher education cannot be separated from its environment and social situation. Religious, ethical, historical, and social ethos infuses through the material of the educational scheme of a state (Best, 1994). Allen (2010) recorded “In the period of rapid global, political, and inexpensive changes, the academies in South Asia and emerging countries are being altered. Public prospects about entree to higher education straight distress about the part that universities can show in novelty and economic growth” The requests of principles of marketplace economies to the academic systems of all states have shaped a new framework for higher education (Rao, 2013).

Literacy levels are lowest, counting in especially the female literacy rates, which are recorded as one of the lowest worldwide. The general record of education seen in the state is still limited to B.A and M.A degree. The research culture or scientific prospect is still unexplored. Not only gaining knowledge rate also the quality of education is squat. The dedication level of students is not up to mark as they find no association between education and prime earning. On the whole, as compared to South Asia there has been an instant development and progress in the Eastern region. Despite the continues message delivered by the Quran and Quaid, our states administration still pays the least heed towards the resources disposed of for the sake of education. The conclusion drawn from the research focused especially on the need of the time and new milieu that education is the ultimate road to progress and a sole tool towards the disposal of technology and science competition throughout the globe. We live in the world of revolution, and the passage to that success is technical education that can assist Pakistan to stand in the line of developing nations (Khan and Mahmood., 2015).

Education is by and large recognized as the principle instrument for progressing money related improvement. In Africa, where advancement is essential if the territory is to move out of dejection, the guideline is particularly basic. For many years, change workplaces have put tolerably more vital emphasis on basic and, all the more starting late, assistant preparing. Yet, they tend to disregard tertiary training as a way to enhance monetary development and moderate destitution. The study, particularly, takes a gander at two ranges of advanced education action. The main concerns, scholarly showing rehearse and incorporates a discourse of research and teaching method practice, and staff improvement. The second considers understudy engagement. In both of these center elements of advanced education, activity looks into has ended up being a focal way to deal with the examination, reflection and change of practice. Each of these principal foci incorporates a discourse of the confinements of the writing. The audit outlines the degree and scope of employments to have profited from an activity, inquire about approach (Gibbs, 2016).

Krishnakumar and Sarti (2014) presented one of the studies that sum up all the necessary indicators highlighted three basic parameters to evaluate human development. The aim of the project is to analyze the effect of globalization on chances for human growth. Three key scopes of human growth are considered in work - employment, schooling and well-being. The notion was to hold a multidimensional opinion of well-being along with the adoption of a broad description of globalization. The results furnished a mixed image regarding the total impact of globalization on the selected human expansion dimensions. UN HDI Report (2018) ,Kenya ranks highest among East African countries on the United Nations' human development index, but it still lags far behind the world's most developed countries, a new report shows. Kenya has risen one place on the human development index over the past year, now ranking 142 out of 189 countries included in the UN survey released on Friday.Kenya stands near the bottom in a grouping of countries said to have achieved "medium human development."The human development index is a composite formula focused on three basic measurements: life expectancy at birth; years of schooling; per capita earnings.

### 3. METHOD

The study adopted a descriptive research design with a target population of 3500 employees from Trans County in Kenya and a sample size of 400 employees. The data collection instrument was questionnaire. The study’s procedure of data collection was drop and pick method. Piloting was done for testing the validity and reliability of the study. Data was coded, edited and organized to bring a meaning to it and analyzed using descriptive and inferential statistics, which included a regression model and correlation analysis. Multiple regression analysis was used to establish the relationship between the independent variables and the dependent variable and the strength upon which the independent variables affected the dependent variable

#### 4. DISCUSSION

The study sought to explore the effect of literacy level on human development in Trans-Nzoia County, Kenya. The findings are presented in a five point Likerts scale where SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree and T=total. Table 4.0 below contains a summary of data relating to attitude of respondents towards effect of literacy level on human development in Trans-Nzoia County, Kenya. For instance when respondents were asked whether education is yields to work-employment, social and well-being satisfaction in society. The distribution of findings showed that 50.0 percent of the respondents strongly agreed to the statement that the education is yields to work-employment, social and well-being satisfaction in society, 30.0 percent of them agreed, 16.0 percent of the respondents were neutral, 4.0 percent disagreed while none of them strongly disagreed. These findings implied that education is yields to work-employment, social and well-being satisfaction in society.

The respondents were also asked whether education acquired contributes immensely towards my personal development. The distribution of the responses indicated that 41.0 percent strongly agreed to the statement, 48.0 percent of them agreed, and 9.0 percent of them were neutral, 2.0 percent of them disagreed while none of them strongly disagreed to the statement. These findings implied that education acquired contributes immensely towards my personal development. The respondents were also asked whether Kenyan GDP is good economic growth due to well organized and all inclusive education curriculum. The distribution of the responses indicated that 36.0 percent strongly agreed to the statement, 44.0 percent of them agreed, and 18.0 percent of them were neutral, 1.0 percent of them disagreed while 1.0 percent of them strongly disagreed to the statement. These findings implied that Kenyan GDP is good economic growth due to well organized and all inclusive education curriculum.

The respondents were further asked whether life in Kenya has human wellbeing as religious, ethical, historical, and social ethos infuses through the material of the educational scheme of a state. The distribution of the responses indicated that 44.0 percent strongly agreed to the statement, 43.0 percent of them agreed, 10.0 percent of them were neutral while 2.0 percent and 1.0 percent of them disagreed strongly and disagreed to the statement respectively. These findings implied that life in Kenya has human wellbeing as religious, ethical, historical, and social ethos infuses through the material of the educational scheme of a state. The respondents were further asked whether quality stated higher education is a basis of great budding for the socio-fiscal and cultural growth and expansion of the nation. The distribution of the responses indicated that 53.0 percent strongly agreed to the statement, 33.0 percent of them agreed, 11.0 percent of them were neutral, 2.0 percent of them disagreed while 1.0 percent of them strongly disagreed to the statement respectively. These findings implied that quality stated higher education is a basis of great budding for the socio-fiscal and cultural growth and expansion of the nation.

The respondents were further asked whether education and mainly higher education cannot be separated from its environment and social situation. The distribution of the responses indicated that 20.0 percent strongly agreed to the statement, 40.0 percent of them agreed, 10.0 percent of them were neutral, 15.0 percent of them disagreed while 15.0 percent of them strongly disagreed to the statement respectively. These findings implied that education and mainly higher education cannot be separated from its environment and social situation.

**Table 4.0: Effect of literacy level on human development in Trans-Nzoia County, Kenya.**

Statements		SA	A	N	D	SD
Education is yields to work-employment, social and well-being satisfaction in society	%	50.0	30.0	16.0	4.0	0.0
Education acquired contributes immensely towards my personal development	%	41.0	48.0	9.0	2.0	0.0
Kenyan GDP is good economic growth due to well organized and all inclusive education curriculum	%	36.0	44.0	18.0	1.0	1.0
Life in Kenya has human wellbeing as Religious, ethical, historical, and social ethos infuses through the material of the educational scheme of a state	%	44.0	43.0	10.0	2.0	1.0
Quality stated higher education is a basis of great budding for the socio-fiscal and cultural growth and expansion of the nation	%	53.0	33.0	11.0	2.0	1.0
Education and mainly higher education cannot be separated from its environment and social situation.	%	20.0	40.0	10.0	15.0	15.0

#### 4.1 Inferential Statistics

##### 4.1.1 Pearson Correlation

The study sought to establish the strength of the relationship between independent and dependent variables of the study. Pearson correlation coefficient was computed at 95 percent confidence interval (error margin of 0.05). Table 4.1 illustrates the findings of the study.

**Table 4.1: correlation coefficients**

	Literacy levels	Human development
Pearson Correlation	1	.123
<b>Literacy levels</b> Sig. (2-tailed)		.222
N	300	300

As shown on Table 4.1 above, the p-value for literacy level was found to be 0.000 which is less than the significant level of 0.05, ( $p < 0.05$ ). The result indicated that Pearson Correlation coefficient (r-value) of 0.223, which represented an average, positive relationship between literacy level and human development in Trans-Nzoia County, Kenya.

##### 4.1.2 Multiple Linear Regression

Multiple linear regressions were computed at 95 percent confidence interval (0.05 margin error) to show the multiple linear relationship between the independent and dependent variables of the study.

###### 4.1.2.1 Coefficient of Determination ( $R^2$ )

Table 4.2 shows that the coefficient of correlation (R) is positive 0.231. This means that there is a positive correlation between effect of education and human development in Trans-Nzoia County, Kenya. The coefficient of determination (R Square) indicates that 53.0% of human development in Trans-Nzoia County, Kenya is influenced by the education. The adjusted  $R^2$  however, indicates that 13.0% of human development in Trans-Nzoia County, Kenya is influenced by the effect of education leaving 87.0% to be influenced by other factors that were not captured in this study.

**Table 4.2: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231 <sup>a</sup>	.053	.013	.99661610

a. Predictors: (Constant), literacy level,

###### 4.1.2.2 Analysis of Variance

Table 4.3 shows the Analysis of Variance (ANOVA). The p-value is 0.000 which is  $< 0.05$  indicates that the model is statistically significant in predicting how education affects human development in Trans-Nzoia County, Kenya. The results also indicate that the independent variable is a predictor of the dependent variable.

**Table 4.3: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5.248	1	1.312	1.321	.268 <sup>b</sup>
1	Residual	93.365	376	.993		
	Total	98.613	377			

a. Dependent Variable: human development in Trans-Nzoia County, Kenya

b. Predictors: (Constant), literacy level



#### 4.1.2.3 Regression Coefficients

From the Coefficients table (Table 4.4) the regression model can be derived as follows:

$$Y = 0.008 + .209X_1$$

The results in table 4.4 indicate that all the independent variables have a significant positive effect on human development in Trans-Nzoia County, Kenya. The most influential variable is literacy levels with a regression coefficient of 0.209 (p-value = 0.195). According to this model when all the independent variables values are zero, human development in Trans-Nzoia County, Kenya will have a score of 0.008.

**Table 4.4: Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.008	.100		.078	.938
	Literacy levels	.209	.161	.210	1.305	.195

a. Dependent Variable: human development in Trans-Nzoia County, Kenya

#### 4.1.3 Hypotheses Testing

**H<sub>01</sub>**: literacy levels does not have a significant effect on human development in Trans-Nzoia County, Kenya.

From Table 4.4 above, literacy level ( $\beta = 0.209$ ) was found to be positively related human development in Trans-Nzoia County, Kenya. From t-test analysis, the t -value was found to be 1.305 and the  $\rho$  -value 0.000. Statistically, this null hypothesis was rejected because  $\rho < 0.05$ . Thus, the study accepted the alternative hypothesis and it concluded that literacy levels affects human development in Trans-Nzoia County, Kenya.

## 5. CONCLUSION AND RECOMMENDATION

In conclusion basing on the findings, literacy level ( $\beta = 0.209$ ) was found to be positively related human development in Trans-Nzoia County, Kenya. From t-test analysis, the t -value was found to be 1.305 and the  $\rho$  -value 0.000. Statistically, this null hypothesis was rejected because  $\rho < 0.05$ . Thus, the study accepted the alternative hypothesis and it concluded that literacy levels affects human development in Trans-Nzoia County, Kenya. Based on the findings, the study recommended that the stakeholders of TransNzoia County should invest in education since it leads to work-employment, social and well-being satisfaction in society and education acquired contributes immensely towards my personal development. They should also acknowledge that improved education is an essential portion of the growth strategies of most nations and international administrations. The study also recommends that the stakeholders should embrace informal education system too since it enhances human development and the type of education enhances human development. The stakeholders of TransNzoia county should also find a way of matching labor market should match on the types of skills and qualifications necessary for boosting productivity and that the cost of education in Kenya.

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