

INVESTIGATING FINANCING AND AFFORDABILITY OF
HIGHER EDUCATION AT UNIVERSITY OF NAMIBIA

A THESIS SUBMITTED IN PARTIAL FULFILMENT
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BY

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ABSTRACT

This thesis aimed at investigating the financing and affordability of higher education in Namibia. It will specifically look at how education is financed in Namibia and whether its affordability to those that provides students with funds to pay for all costs of studying.

The study is guided by research objectives and used secondary data to compare similar works that were carried out by other researchers on financing and affordability of higher education. A quantitative approach was used in the study, with a Yamane (1967) sampling technique, used to draw a sample from the population and data was collected using a survey Questionnaire. Descriptive analysis was used to analyse and present the data using tables, graphs and pie charts.

The study found out that while it is understood to be difficult for students to acquire source of funding, most of students studying at the University of Namibia are funded either through: loans from government student fund scheme (NSFAF), bursaries from private institutions, and parents or own funds. With all the above mentioned sources of funding, this on its own displays another picture about unaffordable education in Namibia.

The study looked at affordability of education from different angles. Therefore it concluded that higher education is affordable in Namibia since study loans are readily available, and students have access to funds from parents and sponsors.

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LIST OF ABBREVIATIONS

CEO	: Chief Executive Officer
DR	: Doctor
GDP	: Gross Domestic Product
NSFAF	: Namibia Student Financial Assistance Fund
NUST	: National University of Science and Technology
ODS	: Office of the Dean of Student.
SADC	: Southern African Development Community
SWAPO	: South West Africa People's Organization
SPSS	: Statistical Package for Social Science
AUTHOR'S	: Statistical Package for the Social Sciences
UNAM	: University of Namibia
USA	: United States of America

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DEDICATION

Dedicated to my parents: Mr. Mathias Kandjaba and Mrs. Petrina Kandjaba, to all my siblings, the entire Kandjaba and Hinyekwa family and to all my friends, associates, mentors and motivators.

DECLARATION

I, Tango Olwenongo Kandjaba, hereby declare that this study “Financing and Affordability of High Education in Namibia” is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution of higher education.

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Date

CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Background of the Study

Over the past 22 years, the Namibian government has been paying much needed attention to the education sector. The education sector has since attracted attention from the government making it an important sector that has constantly been allocated with the highest portion of the Namibian annual budget Smit (2012). He Further indicated that with the highest portion of the budget being allocated to the education sector, Namibia's secondary school education has recorded an increase in the throughput of learners qualifying to undertake higher education over the past 5 years. However, the number becomes relatively less at university intake level and during academic year registrations (Smit, 2012).

With the N\$60 billion National Budget for the 2017/2018 financial year, the government has allocated a total of N\$15.1 billion to education. The educational budget was further divided into basic education taking up N\$12 billion dollars and the remaining N\$3.1 billion allocated to higher education. This indicates about a quarter (25%) of the National Budget allocated to the education sector, but only 21% of that educational budget is apportioned to higher education, leaving the remaining 79% for basic education, Ministry of Finance (MOF), 2017).

The Namibian Newspaper, Smit (2012), further highlighted that with an increase in the number of students who qualify for admission at institutions of higher learning, not all are registered to study there, since higher education might be expensive and some learners would not afford to pay.

The Namibian government through the Namibia Students Financial Assistance Fund (NSFAF) tried to provide for grants and study loans to students who apply and qualify for funding. However, the local media continues to report about student complaints on NSFAF funding not being enough to cater for all educational needs of a university student, and sometimes this may force some students to apply for courses that might be perceived to be receiving preference in terms of the NSFAF's priority funding areas, for a given academic year (Smit, 2012).

Smit (2012), continued to indicate that 6000 full time and part-time students qualified for university admission, while on the other hand the University of Namibia's annual reports for 2011 and 2012 indicate that only between 4 000 and 5 000 new students registered at the University of Namibia. Included in this total, are students who completed secondary school in the preceding years and those that came from the industry in search for a university qualification as the industry becomes more competitive to warrant for employees to acquire university qualifications.

It is general knowledge that higher education students come from different socio-economic backgrounds and may not afford the full package of study costs. The costs includes tuition fees, accommodation and meals, transport, books and printing.

The study conducted by Wangenge-Ouma and Cloete (2008) investigated the cost of higher education borne by students at institution of higher learning. It also looked at, how local newspapers in Namibia continued reporting about striking students that wanted university fees to be reduced. Wangenge-Ouma and Cloete (2008) have related to how South African universities struggle to receive a significant amount of budget from the government, and in the end use tuition fees as a main revenue stream, which results in unaffordable rates charged to students. As a result that has often led to student uprisings such as strikes and “fees must fall” campaigns aimed at convincing the Government to intervene in the reduction of tuition fees.

Banya and Elu (2001) focused on the entire Sub-Saharan Africa and indicated how financing of higher education became more difficult when the World Bank and other donor agencies changed their policies towards funding of higher education, which caused negative results in African universities.

The study concentrated on investigating funding and affordability of higher education in Namibia. It looked at an in-depth way in finding strategies that can be used to see whether education can be made affordable at the University of Namibia.

1.2 Statement of the Problem

Salmi and Hauptman (2006) indicated that a growing number of countries are seeking innovative solutions to the substantial challenges they face in financing higher education. One of the principal challenges is the growing demand for education beyond the secondary level in most countries, and the ability or lack of governments to provide adequate public resources to meet the demand.

In an article titled (“Amupanda rescues indebted students”, 2014) published in The Namibian Newspaper, SWAPO party youth league secretary for information and mobilization collected funds to assist University of Namibia (UNAM) students who had unsettled debts to enable them to sit for final exams. In addition to this the UNAM’s Office of the Dean of Students (ODS) also identified some students that were in need of financial help after which the office managed to allocate N\$ 500 000 to cover for their outstanding tuition fees. The cost of higher education in Namibia increases annually, and as a result of that it continues becoming uncertain for all prospective students to afford higher education. Most students studying at institutions of higher learning in Namibia come from different socio-economic backgrounds, with many of them found to be in unfavourable position to finance their studies. The study therefore, looked at funding of high education and how affordable higher education is seen to be, in Namibia

1.3 Research Objectives

The main research objective was to investigate financing and affordability of higher education at the University of Namibia, in order to establish whether students and their parents can afford paying costs of higher education. Listed are the specific research objectives which the research aspired to:

- a) Determine the factors that contribute to the total cost of higher education
- b) Investigate the main sources of funding for higher education available to UNAM students
- c) Establish affordability of UNAM to students` and their sponsors` capacity to pay for higher education as well as
- d) Determining and recommending strategies that could improve financing of higher education in Namibia.

1.4 Significance of the Study

The study will help in providing a clearer picture on whether higher education is cost effective and accessible to all students in Namibia. It may also help in providing clear information on whether the government, through NSFAF, should increase the funding assistance it provides to students.

Moreover, the study will recommend different methods that may be implemented by the government as well as companies that can provide sponsorship to students in the form of bursaries, scholarships and possibly, free higher education in Namibia. The findings of the study may also help students and parents in realising the importance of budgeting before higher education.

Finally the findings of the study may be helpful to the Ministry of Education as well as the NSFAF that provides funding to university students with relevant studies, there might be a high chance of improving strategies in discussions to achieve affordable or free higher education.

1.5 Limitations of the Study

The study faced a number of challenges which included limited time, budget constraints and distance. Due to distance, for instance, only four campuses out of the 12 University of Namibia campuses were chosen leaving out other eight campuses where the same problem of financing and affordability might also be prevalent. All the chosen campuses are based in Windhoek.

In addition, willingness of respondents to provide the required information was also another challenge. This was due to the fact that some respondents felt that disclosing their financial fitness was a sensitive matter.

1.6 Delimitation of the Study

The study only focused on the four Windhoek based University of Namibia campuses leaving out other eight campuses as well as other institutions of higher education, namely: Namibia University of Science and Technology (NUST) and the International University of Management (IUM) where the same problem might also be prevalent. UNAM being the oldest institution of higher education in the country and one of universities with the highest student yearly intake, was used as a research base, and the findings of this study have been generalised.

1.7 Definitions of Key Terms

For the purpose of this study, the following terms have been used in the sense defined below:

Affordable education – Affordable education for the purpose of this study is measured by the ability to pay for attending classes. Education is affordable when majority of the citizens within the country can afford to attend universities and pay for the studies.

Education– Education is hereby defined as the process of facilitating learning, or acquisition of knowledge, skills, values, beliefs and habits. Education involves teaching and training people in various subject areas, usually done at schools, colleges or universities.

Financing education– is perceived as the act of providing money to pay for the process of gaining knowledge at academic institutions. Financing education includes, paying for all the needs of a particular student.

Higher Education– Higher education refers to education that is carried out or gained at a higher level than the basic education. The higher education is provided or offered at colleges and universities.

Sponsors – Sponsors are those individuals, parents or institutions that decide to provide funds for financing studies of certain students.

1.8 Organization of the Study

This section provides an overview on how the entire study has been presented. Chapter One oriented the study, highlighted the problem statement and listed the objectives of the study as well as the limitations and delimitations of the study. Chapter Two gives an overview of the theories and literature concerning the funding and affordability of higher education. Chapter Three presents the research methodology and Chapter Four discusses the findings by focusing on data presentation, analysis and interpretation of findings. Finally, Chapter Five presents the conclusion and recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The cost of higher education has become a cause of concern to parents, donors and governments of many countries in the world. The funding of higher education has become a huge challenge to many parents and institutions. This section presents a review of related literature to set the tone for the study on the financing and affordability of higher education. The review was done in a manner that aided in the understanding of the subject matter and the global status-quo thereof, without underscoring the uniqueness of the study itself. This review also followed a theoretical type of literature taking into consideration the theoretical developments relating to the research problem and attempted to link each theory to empirical evidence.

2.2 Theoretical and Conceptual Framework

Wangenge-Ouma and Cloete (2008), note that “Resource dependency theory” provides an important framework for understanding the responses by public universities to conditions of resource decline. The theory argues that when organisations are deprived of critical resources, their survival is threatened and they start to increase the cost of offering services to their clients in order to ensure a continued flow of resources for survival. It is in this line that most universities that experience a decrease in funding received annually from the government, continue to increase their tuition fees in order to sustain their operations.

The Namibian newspaper article (“*new funding measures for Higher education institutions*”, 2015) indicated that, with the Namibian economy experiencing an economic down turn that was slightly experienced in past years and again started on a more serious mode in every new coming year, the University of Namibia as well as Namibian University of Science and Technology and many government funded institutions are facing budget cuts from the government. As much as the universities are perceived as the most significant role players in shaping structures of countries, at the same time of economic recessions they are mostly hit by the budget cutting decision, and will have to resort to increasing of fees and registering of more students to score from registration fees. With increased tuition fees, it becomes a challenge to students to meet their obligation of paying tuition fees, therefore the country experiences student protest caused by high and unaffordable tuition fees. Student protests are not only happening in Namibia, but have been seen taking place in both South Africa and Namibia for the past years.

Lumina Foundation (2015) came up with a “rule of 10” method, which indicates that students should not pay more for college than the savings generated through a 10 percent of discretionary income for 10 years and the earning for working 10 hours a week while in school. This benchmark method creates an ability to pay.

According to Roberts, Gouws, and Van der Merwe (2006) in South Africa, the government has been looking at replacing the funding framework to one that meets the current higher education demand. The framework to be replaced was implemented in year 2004, with a reason to ensure more success in dealing with national high education challenges. New framework called “How Government Grants are allocated to Public Higher Education Institution”. With this framework, the Government of South Africa wanted to see grants provided to universities and university students through the relevant tasked bodies of the government.

This action of the South African government indicates to a country like Namibia that funding of education and steering policies around it still need polishing for African countries to create a smooth transfer of knowledge in institutions of higher learning.

2.3 Review of Related Studies

Studies about cost of education at institutions of higher learning have been conducted before in Namibia as well as from other parts of the world before. This chapter continues to review studies conducted by other researchers in the same field of study, compare and analyse how others have concluded.

2.3.1 Determining Factors that Contribute to Total Cost of Higher Education

Wangenge-Ouma and Cloete (2008) indicated that it is a known fact that tuition fees is one of the most important sources of revenue for all South African universities. They continue to argue that many universities have made adjustments in the manner in which tuition fees is levied to ensure that both cost is recovered and optimal revenue is generated.

These adjustments mainly on tuition fees become some of the factors that make education expensive, as well as unaffordable to students and those that provide them with funds to pay

for higher education tuition fees. Students pay their tuition fees through state funding, private sponsors and own funds that come from parents or own savings.

Imenda et al (2002) investigated factors that contribute to the decline of enrolments at the University of Transkei, indicated in the findings that the choice of institutions was mainly a choice of students themselves based on their study career and not only cost of higher education charged by the different institutions. Other determinant factors such as affordability of student fees, proximity to student's homes also played a role in choosing the institution. The study concluded that catering and hostel facilities being some of the factors that contribute to the cost of education, were not regarded to be important in influencing choices of students.

Chaubey, Subramanian and Joshi (2011) focused at determining factors that influence students in their choice of higher institutions higher education and choice of the course of study, using an empirical study to find out about the various factors that influence student choice of institutions for higher learning.. The study further looked at finding out whether these factors correlate with the student's age and parental income. The study used a sample of 541 students from different universities in Uttarakhand State, and a survey questionnaire adapted from previous similar studies, as well as additional interview schedules were used as methods of collecting data for the study.

The researchers found that surprisingly, vital information students have about the course of studies offered at an institution was the most influential factor of students making a choice of institution of study. The second most influential factor was financial affordability considerations and the institution's physical infrastructure and facilities. Sports activities at institutions were found to be the least influential. The conclusion was that age and parental

income were not significant in influencing the choice of students to join institutions of higher education.

As students continue to review how institutions of higher education are sustained, it was established that there was a growing need to understand the economic returns of degrees as a function of a sustainable institution. Maragakis et al. (2016), review a range of international research to summarize the economic drivers of sustaining higher education. It is further established that even though cost inputs of higher education were fairly understood, the economic return of a degree remained to be explained. Students are still to understand the return received from the degree attained and how employability is created through such qualifications. The study recommended three matrices that maybe used to assess economic sustainability of graduates in higher education and that can be used to assist in defining sustainability within higher education.

Wangenge-Ouma and Cloete (2012) continue to see tuition fees as the biggest factor that makes higher education unaffordable. Their study suggests making higher education affordable through a redistributive tuition fee model. Through this model it is suggested to implement a differential pricing of higher education. Deferential pricing of high education would be done according to the available disposable income of the prospective student or student's family. With such a system, once tuition fees are set, students from low income families only pay what they can afford, while other wealthier students pay the entire amount. Through that, non-affording poor students will pay lower fees while students from wealthy families will pay higher fees.

Researchers has indicated that barriers to success in higher education are many and varied, in the Caribbean region, Roberts et al (2006) identified or alluded to several barriers to higher education. These amongst other barriers include space (geographical and accommodation), cost (development, delivery and travel), population size and economies of scale, technology, attitude of producers and consumers, the structure of opportunity, administrative leadership, and gender.

2.3.2 Investigation of Sources of Funding for Higher Education

Rani (2016) in the investigation of financing higher education and education loans in India looked at the trends in financing higher education. The study indicated that student loans remain to be one of the dominating sources of financing higher education in India. In using various data sources, the paper looked at various troubles which included, who is to receive access to student loans and what risks are associated in terms of defaults or recovery.

The study further concluded that fees, grants, scholarship and student loans should be examined focusing on increasing costs and the role played by markets in higher education and affordability on the side of students and their families (McPherson and Schapiro et al, 2010).

Finney and Kelly (2004) in their study explored the affordability of higher education by looking at how students, families and state pay for higher education. They defined affordability as the ability of students, parents and funders to fully contribute to the cost of paying for higher education with no stress.

Their study relates students and family's affordability to the definition of the proportion of annual family income required to pay for educational expenses, after deducting financial aid from all sources often called net price of higher education. The issue of high cost of education at higher institutions seems to be a global phenomenon. In the United States of America, high tuition fees also affect students, and the state has been making a helping contribution through the student financial aid funds. However, not all states made a significant contribution to the state financial aid. In total only six states account for about 60% of all the state need based aid that was awarded in year 2003-04. Moreover, it is perceived by the state that the notion of "ability to pay" is applicable to states as it is to students and families (Finney and Kelly, 2004).

The study carried out by Bojinov (2017) focused on examining main approaches to funding of universities, as well as the possible mechanisms for their subsequent efficient financial management. It found out that main sources of funding for modern universities are usually made up of a mix state of funding and targeted grants. As the targeted budgetary resources continue declining, making it difficult for institutions of higher education to sustain effective management of university assets. It was concluded that universities are left with no option but to seek expert management from both financial managers as well as various elements proven for effective corporate governance.

Wangenge-Ouma and Cloete (2008) analysed that public funding, private company sponsors and own funding has been the main type of funds for tuition fees. The government also plays the role of providing funding to both high education institutions and students. With the government facing economic difficulties the funding of higher education has become an issue in South Africa.

As public funding has been declining and opportunities for winning non-government revenue remained limited. The institutions have been using a strategy of increasing tuition cost each year to replace the gap created by short of funds. With increasing of tuition fees being practiced every year, higher education has become expensive and students have resorted to protesting under the slogan of “fees must fall” that has left many university students violently destroying their institution and hindering the day to day teaching.

High decline in government funding has continued to be indicated as percentage of GDP, were it indicated a high education decline from the high of 0.82 percent in year 1996 to a low of 0.67 per cent in 2006. From year 1995 to 2000 it has indicated an averaged 0.77 per cent and continuing to year 2001 to 2006, a 0.69 per cent.

According to Shireman (2009) it was important in order not to have the same problem of disadvantaged status continue in families, but to create a better world for everyone. Shireman (2009) emphasized more that the theory of action of some that work on financial aid issues is that, financial aid helps lower income students that cannot afford to enrol and pay for themselves in higher education.

Roberts (2003) established that higher education is a third stage of education which builds on the completion of secondary education. It prepares the students to function as productive and adaptive citizens in a global environment.

Teferra (2005) indicated that higher education in many countries is mainly funded by the state. However it is highly noted that, the state being the source of high education is argued to be relatively high in the Sub-Saharan Africa. Furthermore it was reported that 90 to 95 per cent of the total operating budgets of higher education in the region is met out of government grants, while the remainder comes from student fees. The associate of African universities however started observing a slight decline in total government expenditure on higher education for recent years.

Banya and Elu (2001) looked at how World Bank and other donor agency's policy changes towards funding of higher education in Sub-Saharan Africa. They have indicated that, given the nature of the evolution of higher education in the region, it is expected that different countries plays a major role in financing of their institutions. From when countries became independent, the governments of countries have been the source of funding for higher education through various government grants.

Institutions of higher education submit the estimated operational cost to the ministry of education, which then consults and after forward the estimate to the ministry of finance. With submission to the ministry of finance, the cost estimates are then included in the government budget estimates and expenditures for the year.

2.3.3 Establishing Affordability of Higher Education to Students and Capacity of Sponsors to Pay for Higher Education

Lumina Foundation (2015) defined affordable as what the college or university should cost the right amount that is a fair value that fit to be paid and not what a student is willing or can afford to pay. Many other authors and stakeholders in education have different ways that indicate the affordability of high education.

Theilin (2015) in a study of trying to establish why college cost was so little, to afford higher education a century ago, indicated the public concern about rising cost of higher education in the United States as the problem as it leads students and their parents along with policy makers to argue that college has become unaffordable. The study believed that it was unstable to claim that price of college was too high today without historical context on how the cost of higher education have changed over time. Findings were that historical data presents that in the First World War, keeping prices of higher education at low cost was dysfunctional for institutions and for students as consumers. The higher education system in Australia has, at times been accused of being inequitable; this is due to the process of selection for entry of new students that wants to enter higher education.

Since the establishments of Higher Education Contributions Scheme (HECS) in the year 1989, there have been a continuous argument that higher education in Australia was perceived to be for the rich only. Many Australian universities choose to be allocated in city centres and upmarket suburbs with high socio economic status. The study discusses strategies of how to house poor students and accommodate them at low socioeconomic status (Reed, 2012).

Raharjo (2012) conducted a study which aimed at analysing how students perceive higher education in ten different countries. Raharjo (2012) continued using the results from a UNESCO press release in 2009; found that more than 2.8 million students in the world have been enrolled in higher education institutions outside their country of origin, which represented about 53% increase from year 1999 to year 2007. This study further pointed out that the top ten countries in the world with students studying abroad in 2009 included China, India, the republic of South Korea, Germany, Japan, France, The United States, Malaysia, Canada and the Russian federation.

The above 10 countries represent about 37.5% of the total number of students studying outside their countries. One of the suggested solutions by students and politicians on the increasing tuition fees of South African universities is the introduction of free higher education. This suggestion has been echoed by Namibian university students and made them join the South African university student in their protest of fees must fall (Raharjo, 2012).

The study by Wangenge-Ouma & Cloete, (2008) indicated that free education comes with both advantages and disadvantages. The main advantage is that free education may lead to an increase in social demand for higher education. Many poor students that could not afford higher education will be able to access higher education and therefore higher education would become a popular commodity. With the increased participation of poor students in higher education, more positive outcomes will be achieved, especially in countries with income inequalities.

On the other hand, the disadvantage would be that free high education would instead benefit the rich students that can afford the current cost of education. Through taxation, the poor will end up funding for the rich to enjoy higher education that they could afford. Free high education would however also be too expensive to offer, as the government will be required to increase the state resources provided for funding higher education through NSFAS in South Africa and NSFAP in Namibia and that of running the operations of universities. With increased state resources to fund for higher education, other equal important departments of the state such as basic education, health, national security and infrastructures might suffer cut in budgets (Wangenge-Ouma & Cloete, 2008).

Lumina Foundation (2015) indicated that college prices increased by 45% on average over the past decade, while household income has declined by 7% in the same period. They further indicated that based on the information from Lumina/Gallup survey in 2015, more than three-quarters of American adults do not think education beyond high school is affordable for everyone who needs it. They continue to indicate that affordability issue remained closely tied to the growing concern about student debts.

Student debts and increase in prices of high education cause the studying fees to be more and the payments go out of the budgeting formula. Policy makers have been trying their best to create a balance between the two, but have proven to be difficult. In America, one of their recently dramatic statistics was reported about student loan debt, the student debt has reached up to \$1 trillion (Lumina Foundation, 2015).

Perna and Li (2006) explore to what extent the public perception has on the ability to pay. The research describes trends in national indicators that contribute to the ability to pay, which includes income growth, health care cost, personal savings rate. Moreover the study indicates that lack of college affordability is a cry that is common to prominent politicians. United State of America (USA) politicians such as Senator John Kelly, during his unsuccessful presidential campaign of year 2000, as well as John et al (2005), claimed that increase in tuition fees has made colleges no longer affordable.

The general public shares the perception that colleges are not affordable. Data of 850 Americans in May 2000 indicated that few adults, especially from the middle income adult group believe that higher institution is affordable or that financial aids provided to students is sufficient. In USA, less than 10% of adults with family incomes between N\$30 000 and N\$75 000 strongly agrees that a 4-year college education is affordable for most Americans (John et al, 2005).

The effects of the economic crisis felt in the educational system of African countries cause universities to act with increasing tuition fees and other related costs to sustain their continuing operations. The government grant to universities in Sub-Saharan Africa has come under strong pressure in the past years, as the level of funding could not match all the requirements of higher institutions such as text books, research funding, tuition fees and accommodation. Countries in the Sub-Saharan Africa have indicated their commitment in higher education. The percentage GDP invested in education represents the priority many nations accord to higher education , and it is in this regard that the Sub-Saharan region has been seen spending reasonably well on education. Compared to other regions of the world the SSA regions spend 4.2 per cent of the GDP on education in year 2006, compared to 4.3 per cent spent on education in middle income countries of the world and a 5.4 per cent spend on education by high income countries of the world.

A study by Johnstone (2004) being one of the key studies indicates that not only in Namibia alone where affordability of higher education continues to be a challenge. The study outlined that at the beginning of the 21st Century high education has never been in greater demand, both from individual students and their families, for occupational and social status as well as for greater earnings. Now the demand for higher education has become a demanding and determinant factor to success in most of the countries in the Sub-Saharan Africa. The fundamental financial problems faced by students and their universities, are worldwide and nearly caused by universal forces.

Johnstone (2004) continues to indicate that the first of these forces is the high and increasing unit or per-student, cost of higher education. The second main force to look at is the pressure for increasing enrolments of students at higher institutions. With the understanding of how important high education has become, many secondary school learners become motivated to pass and join universities to pursue their further studies.

With the increased enrolment and the fact that most of African universities are mostly dependent on government funding, the government has been experiencing difficulties in providing enough funds to maintain the operation of universities and their increased numbers of students. Government support to universities has been declining as economies of countries have been in challenges, and the options universities took to sustain operations were to increase tuition fees and other study costs. With tuition fees increased, education has become unaffordable to those that were providing funding to student, and protest labelled fees must fall started taking place at most of the universities of Sub- Saharan Africa.

With cost being one of the highest barriers, Roberts (2003) noted that education as it is presently organised and delivered is not only expensive, but very expensive. The high cost relates to the small numbers of students, which are being served, and the inherent social and political equity challenges in implementing cost-recovery and cost-sharing initiatives in poor societies. Across the region, the high demand for and relatively low availability of student loans and both publicly and private funded scholarships, are some of the indicators of the magnitude of the high cost of higher education problem.

In West Indies, particularly Barbados where approximately 20% of the total budget is spent on education, about 10% of the education allocation is spent on the colleges and about 23% on the University of West Indies as further emphasized by (Roberts, 2003). Barbados and Bahamas seeing the problem of high cost of higher education continues funding the full economic cost of tuition fees at the regional university, but even with doing so, living accommodation and incidental costs are still high.

2.3.4 Recommendation of Strategies that Can Improve Financing of Higher Education

In many countries including Namibia the extent of the problem of cost of higher education can even be better appreciated if it was stacked up against per capita GDP of the countries in question. Wangenge-Ouma (2012), show a clear problem of high cost of higher education. This study pointed out that the funding of higher education in South Africa has in recent past years been a subject of debate. The debate ranging from the adequacy of government funding of higher education, the sustainability of the funding framework to protestations against frequent tuition fee increases. Since the higher education costs have been increasing, it practically becomes unaffordable, and the South African debate has reached to a debate of free higher education.

Wangenge-Ouma (2012) further presented that unlike some of the African countries, South Africa is amongst those that have a history and still support cost sharing of higher education. Cost sharing includes student financial aid schemes, subsidized education, grants and loans. With all cost sharing, students, especially black students have been demanding tuition free higher education. With funding related interventions that have been taking place in South Africa, which includes the National Student Financial Aid Scheme (NSFAS) introduced in 1996, enrolment in the South African higher education generally reflected an expanded access to higher education by previously marginalized poor communities.

According to Teferra (2005) one of the solutions to make higher education affordable can be the reduction of in the duration of higher education studies. The duration of higher education studies varies in general. A certificate qualification and the diploma as well as degree studies do not have the same duration of studies. Depending on individual universities, the specialization, and other aspects, a course qualification can be obtained in 2, 3, 5 or 8 years in most of the countries of the Sub-Saharan Africa. With some students repeating subjects failed, studies might even go to 12 or 14 years in many countries of the region, as a result of this, higher education becomes very expensive to maintain. It is therefore argued by some that there is a need to limit the duration of study at higher education level. If the duration of study is reduced it will not only save tuition fees, but other fees such as accommodation, transport, and all daily costs of university students.

The study by Teferra (2005) further argues that short technical programs aligned with market economy would be much beneficial; reducing the costs of higher education, and it would also yield quick and substantial labour market benefits to graduates. However, all this reduction of courses should be done in a way that it does not provide the universities with chances of compressing courses too much that it might end up affecting the much invested quality of programs of studies currently being practiced.

Teferra (2005) continue to argue that many solutions to the high cost of education have been discussed. The study has discussed cost sharing and student loans in Africa and any other sort of deferred payment plans. Teferra (2005) also found out that in theory a student loan program combines the financial imperative of taxpayer revenue supplemented by social and political imperative of expanding higher educational accessibility. The concept of a student loan believes that students that benefits from the privilege of higher education have own obligation to contribute towards its costs.

In the world, some 50 countries believe and practice a concept of student loans; however in most countries student loan programs have been recorded as a failure. African countries such as Ghana, Kenya, and Nigeria have failed in implementing the concept (Teferra, 2005). Countries like Tanzania and Burkina Faso have also implemented the programs of student loans but all failed when measured on the criterion of cost recovery (Teferra, 2005).

Tafera (2005) said students fail to repay back the loans after studying as they have other obligations of fighting poverty in extended African families. In Sub-Saharan Africa only South Africa has been recording success of unrolling student loan program. Namibia being a neighbour to South Africa has also been experiencing failure in cost recovery caused by poor administration of the program. Another solution that was discussed in the same study is the tuition fees, student loans, and parent/student share.

This is a form of higher education finance that has an idea of deferring payment to a future date. This type of model practiced in Australia imposes a tuition fee on students, but allows it to be paid in the future as a percentage of student earnings.

This is being promoted as an alternative model to replace what is commonly thought to be the parent's share of high educational costs. This alternative funding solution creates additional responsibility for the government to know and keep record of borrower's income for most of their earning lifetime, until when all loan costs are recovered.

Historically, the policy of FHE was driven by a number of factors, some of which are discussed below. Mamdani (2009) points out that the university in the immediate post-colonial period was used as a developing mentalist university, being used as a key engine for spurring African development; therefore, levying fees was unnecessary and seen as obstruction to the development of personal power. Another factor that made it necessary for free higher education was the small number of students enrolled in higher institutions some even below 1 000 students.

The Namibian newspaper article (*“new funding measures for Higher education institutions”*, 2015) has indicated that the Namibian minister of education indicated that the new funding frame work approved by cabinet in year 2014 was going to be implemented through the National Council for Higher Education. The framework is looking at how Namibian higher education is going to be allocated funds that come from the annual national budget.

According to the information provided by (*“new funding measures for Higher education institutions”*, 2015), the framework was going to be based on components such as academic funding, performance funding, capital funding and competitive funds, as determinant factors of how much a university or college will get in subsidies. If the framework is implemented, the universities might get deserved funds that will help in meeting their operations and that will balance the increase in tuition fees. With the same framework, the government has indicated that the magnitude of the subsidies to higher institution will depend on tuition fees and thus the government will also introduce a public higher education institution fees adjustment policy to help in regulating increase of fees.

(UNAM Hesitant about free registration”, 2016) in The Namibian Newspaper reported that students both at University of Namibia and National University of Science and Technology has gone on strike claiming for high education fees to fall. After days of strike, the minister of education decided for students to register without paying registration fees, she however noted that it was not to be translated that registration fees are not to be paid, but rather deferred to a later date.

The newspaper indicated that the Namibian president was however unhappy about the continuing way of students being funded through loans provided by the Namibian Student Assistance Fund, as he was looking at a better option not to be loans but grants. He indicated that the Namibian Government was busy funding student with loans making them not able to build up their wealth after graduating, but rather graduating in debts. Many Namibian students that graduated with loan assistance have failed to pay back the loan funds (UNAM Hesitant about free registration”, 2016).

The American Action Forum Solutions has indicated that there are 6 ways to make higher education more affordable: in the first tip, they are talking about the two year price advantage where they indicate that a student that wants to reduce some of the cost of studying undergraduate degree can go study at local community college and get their general education requirements. This group of students can also use other options such as studying through online courses. However these students should know the articulation agreement between community colleges and universities (UNAM Hesitant about free registration”, 2016).

The second tip indicates that students can take an approach of borrowing less than they think they need. This is done through approaching of federal financial aid to be awarded study funds which is normally allocated based on need, and need of a student is calculated based on the cost of attendance and not necessarily tuition rates. Third Tip is not to borrow from unsubsidized student loan. Subsidized loans are less-expensive options for students. Many countries have been advocating for subsidized loans from the government (UNAM Hesitant about free registration”, 2016).

The fourth tip is by accessing advanced placement and international credits. The advanced placement courses are also some strategies used in reducing course fees.

The fifth tip is to dive into dual enrolment programs. Here growing number of high schools, and middle schools now create programs of study with credit for certain courses. Courses introduced by high schools are in conjunction with some colleges, where students have an opportunity of being awarded with certificates or even associate degree when they graduate from the high school thus earning a certificate or even two years of college credits. The sixth and last tip advised students to take an option of attending summer school, and score in additional credits during the summer (UNAM Hesitant about free registration”, 2016).

2.4 Summary

In this chapter, the researcher was looking at the theories implemented before, in response to the problem being addressed, as well as related reviews written by others in the same field of study. The literature was reviewed in the same sequence as the research objectives and research questions being addressed.

This chapter analysed previous studies. It helps in selecting methodological approaches, data collection and design of data collection instruments in the following chapter three.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate the financing and affordability of higher education at the University of Namibia. The previous chapter was based on the literature review, which helped the researcher to find out various theories and what other scholars have found about the problem under investigation. The main focus of this chapter is, therefore, the methodology used in the study which encompasses the research design, population, sample and sampling procedures, research instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

The research design determines the research methods and procedures to be applied as determined by the nature of the research problem. Given the nature of this study, a quantitative research approach was employed. Quantitative research is the precise count of some behaviour, knowledge, opinion or attitude (Cooper & Schindler, 2011). Through survey questionnaires, this approach was used to collect data on the views of the participants about the factors affecting the financing and affordability of higher education at the University of Namibia.

3.3 Population

Henning, Van Rensburg and Smit (2004, as cited in Nakanyala, 2015), define population as a group of individuals or objects with one or more features in common that are of interest to the study. The University of Namibia has 12 campuses across the country. However, due to limitations such as time and distance, that is proximity, in undertaking this study, only 4 out of the 12 campuses formed part of the population of the study, and all the 4 selected campuses are located in Windhoek.

The four campuses selected were UNAM Khomasdal campus, UNAM Neudamm campus, UNAM School of Medicine campus, and UNAM Windhoek main campus. The 4 campuses had a combined student population of 12,155 and this was the figure considered to derive the total population of the study. The 12,155 total population comprised: 877 students (Khomasdal campus), 150 students (Neudamm campus), 553 students (School of medicine) and 10 575 students (Windhoek main campus) (University of Namibia Annual Report, 2015).

Though it would have been imperative to also include the parents and sponsors as part of the population, this was found to be a cumbersome process because of the cross cutting relationship between parents versus students, and sponsors versus students. In general, sponsors would have included corporate companies, government (NSFAF) and commercial banks. For the purpose of this study, only the total number of UNAM students from the 4 campuses was found relevant for inclusion in the population size.

3.4 Sample Size and Sampling Procedures

The sample has to be representative of the population. Yamane (1967, as cited in Singh & Masuku, 2014) discuss the following formula as an appropriate method to determine the sample size:

$$n = \frac{N}{1 + N(e)^2}$$

Where, n= sample size or respondents for the study

N=population size

e=the level of precision (A 95% confidence level or 5% precision level, was assumed)

Therefore, $n = \frac{12\ 155}{1 + 12\ 155(0.05)^2}$

Sample size n=**387**

It was, therefore, decided to use 387 as a sample size of the 12 155 student population from the 4 campuses. Moreover, the sample size was divided by the size of the population and calculated into percentage in order to obtain the sample size from each of the 4 campuses, which was 3.18% of the total student population (obtained from $[(387/12\ 155 * 100)]$).

The proportional sample size per campus was then calculated as follows:

Table 1: Sample Size per Campus

Campus name	Number of students per campus	3.18% of Student population	Adjusted Sample size
Khomasdal	877	27.8886	28
Neudamm	150	4.77	5
School of Medicine	553	17.5854	18
Windhoek main	10 575	336.285	336
Total	12 155	386.529	387

Source: University of Namibia Annual Report, 2015

The adjusted sample size column shows the number of students which were sampled per campus, and these were the same number of students used to administer the questionnaires per each chosen campus.

3.5 Research Instruments

In this study, a standardized semi-structured questionnaire was used to obtain in-depth information on financing and affordability of higher education at the University of Namibia. After reviewing the advantages, and limitations of time and money, the researcher employed the self-administered questionnaire at each of the 4 selected campuses. In order to see whether the appropriate questions would be asked for meaningful analysis, pre-testing of questionnaire was undertaken at the Windhoek main campus where the researcher works. Pre-testing was used mainly for amending questions in order to ensure that questions are well understood by the respondents and fit for administering.

The questionnaire included both closed and open ended questions. This was done to enable the researcher to obtain various opinions from the respondents on the financing and affordability of higher education at the University of Namibia. The researcher further set up a five point Likert Scale (*strongly disagree, disagree, moderately agree, agree, or strongly agree*). The participants were requested to indicate whether they either *strongly disagree, disagree, moderately agree, agree, or strongly agree* with the given statements in the questionnaire.

3.6 Data Collection Procedure

Permission to carry out the study was first granted by the University of Namibia's Center for Research and Publications. After being granted permission, the researcher then wrote letters to the 4 campuses' administrators, through the office of the Assistant Pro-Vice Chancellor (APVC) for each campus, seeking permission to administer questionnaires to their respective students.

The researcher then made appointments with each campus through the campus administrator to brief the participants about the aim of the study. During the briefing sessions with the participants, the researcher assured every participant that their participation was voluntary. They were also assured that the information obtained would be kept confidential and would only be used only for fulfillment of the research objectives.

Upon arrival at each campus, the researcher made arrangements with students through the campus administrator to administer questionnaires to students during their free time in order to avoid disruptions of campus daily activities. Questionnaires were distributed to students on each campus at random irrespective of the students' field of study and irrespective of the year of study. However, the researcher has taken cognizance of the fact that it would have been more appropriate to administer questionnaires to students based on qualification and year of study as the cost per qualification and year of study differs. As such, this approach was not employed as the bottom line of the study remains financing and affordability of higher education irrespective of the field and year of study.

3.7 Data Analysis

Firstly, questionnaires were coded and recorded in SPSS. Affordability was analyzed based on the amount owed by students to the university after the payment deadline has passed, as well as how long students have to wait for approval of funds to pay for their studies. Data collected was analyzed using descriptive statistics with descriptive statistical tables, graphs and charts. The purpose of using descriptive statistics was to provide a better understanding of the data presented, the interpretations made and the meanings or conclusions derived there from. The data was presented in tables, pie charts and the results were interpreted based on computed statistics such as mean, mode, and variances as well as correlation of variances.

3.8 Variables of the study

The researcher has identified ‘affordability’ as the key variable of the study which was influenced by other independent variables. Khachatryan, et al. (2014) define a variable as something that can change and/or can have more than one value. The difference between an independent and dependent variable is explained hereunder.

3.8.1 Independent Variable versus Dependent Variable

An independent variable is the originator while the dependent variable is the consequent (Khachatryan, et al., 2014). Moreover, the dependent variable is the variable that is affected by the independent variable. Given the nature of this study, affordability was identified as a dependent variable of the study because changes in its values remain susceptible to changes in other variables mentioned below.

3.8.2 Parents Annual Income

Parent's income are the salaries of parents who have children enrolled as students at the university. Annual income was classified in different categories namely: low income, medium income and high income levels of employees. Generally, there would be an inverse relationship between affordability and parents' annual income. Meaning, the lesser the parents' income, the more it becomes difficult for them to afford paying university fees for their children.

3.8.3 Region of Origin

Namibia is divided into 14 Regions of which every region is influenced by its belief and cultural values and norms. As a result of different social and micro-economic demographics at regional level, the financing and affordability of higher education is also highly influenced by the prevailing culture of the region in the sense that cultural norms and practices also influence how higher education is perceived and how different families plan and approach the burden of sending their children to universities.

3.8.4 Citizenship

The study looked at the distinction between local and foreign citizens, and how affordable the two distinct groups find it to study at University of Namibia. University of Namibia charges different tuition fees and hostel fees based on the nationality of students. Foreign students pay more than local students. As a general practice, foreign students pay more in tuition fees compared to local students.

3.9 Research Ethics

The guidelines of the University of Namibia on research ethics were adhered to at all stages of the research process. Ethical clearance was granted from the University of Namibia's Center for Research and Publications. An informed written consent was obtained from each participant before undertaking any data collection exercise. The researcher ensured that each participant understood that their participation in the survey was voluntary and that they had the right to withdraw from the study at any point if deemed necessary.

The information collected was treated with utmost confidentiality and no information was disclosed to unauthorized parties. The researcher further ensured that no forms of deception or bribery were used to unwillingly cohere any respondents into taking part in the study. Finally, in order to ensure that no plagiarism has taken place, the ideas borrowed from other researchers were appropriately cited and acknowledged in the text.

3.10 Summary

The purpose of Chapter 3 was to provide the methodology used to undertake the study. The population of the study was constituted by the number of students from the 4 of the 12 University of Namibia campuses with a combined total population of 12,155 students. The Yamane (1967) sampling technique was used to draw a sample of 387 respondents. Furthermore, the sample of 387 was divided into proportional samples per campus in order to establish the number of questionnaires to be administered per campus. The following chapter discusses the presentation, analysis and interpretation of the collected data.

CHAPTER 4

FINDINGS AND ANALYSIS

4.1 Introduction

This chapter focuses on the presentation and analysis of results. The data, which was collected through questionnaires, is presented in form of tables, graphs or figures. Furthermore, the chapter reveals and gives a report on results of the descriptive research design. This research focused on the investigation of financing and affordability of higher education at the University of Namibia. The study presentation is guided by research objectives presented in Chapter one.

4.2 Findings from the Primary Sources

A total of 387 questionnaires were distributed to students across the 4 chosen UNAM campuses. From the 387 questionnaires that were distributed, 333 questionnaires was received back, however 4 questionnaire were disqualified, while 329 questionnaires were completed by the respondents and returned in order, which represents 85 % response rate. However, 58 questionnaires were not returned for analysis purposes, which represent 15% of the total distribution. As a result, the unreturned and disqualified 58 questionnaires have been excluded from the analysed data.

4.2.1 Gender of respondents

Of the 329 respondents, 166 (50.5%) were female while 163 (49.5%) were male. This has indicated a good balance in terms of gender representation across the 4 chosen University of Namibia campuses. Though the majority of respondents were female, gender did not appear to have an influence on the responses to questions in the questionnaire. However, it could be indicated that more females completed the questionnaire than male respondents. Based on the response rate on gender as per Table 2 below, it appears that the chosen 4 campuses had more female students enrolled with UNAM than the male counterparts.

Table 2 Response Rate on Gender

Gender	Number of respondents	(%) of Respondents
Males	163	50.5
Females	166	49.5
Total	329	100

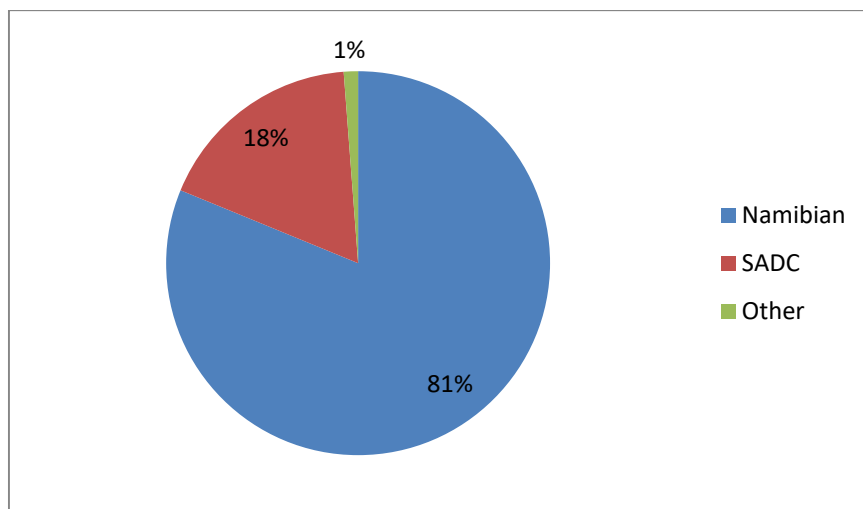
Source: Data collected through questionnaires, August 2015

4.2.2 Nationality of the Respondents

Respondents were also asked about their citizenship. According to UNAM's annual report of 2015, the 4 chosen UNAM campuses had a combined enrolment of 12 155 students. Of this number, 1 432 (11.8%) were international students who were studying either on a full time basis, part-time basis or through distance mode. Figure 1 below indicates that 266 (81%) of 329 respondents were Namibians while 59 (18%) were from SADC countries with the remaining four (1%) being from outside SADC region. Nationality/citizenship appeared to have an influence on responses. This appears to be the case as Namibian students (81%) have indicated that they find financing and affordability of higher education at UNAM, more reasonable compared to their fellow international students more especially those who hailed outside the SADC region.

The response rate on the citizenship of the respondents is shown in Figure 1 below.

Figure 1 Response Rate on Citizenship



Source: Own elaboration based on data collected through questionnaires, August 2015

4.2.3 Course of Study

Respondents were also asked about their course of study. Most of the respondents come from courses offered under the Faculty of Science, Faculty of Economics and Management and Sciences as well as the Faculty of Education. As has been pointed out in Chapter 3, questionnaires were randomly distributed irrespective of the course of the qualification being pursued or year of study. This section (course of study), therefore, did not influence the response obtained from the questionnaires. However, the researcher noted that it would have been important had students been asked to express their views in terms of cost per course of study by way of open-ended questions. Respondents' responses on their course of study are shown in Table 3 below.

Table 3 Course of Study Chosen by Sampled Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Computer Science	85	25.6	25.9	25.9
	Public Management	23	7.0	7.1	32.9
	Information Technology	27	8.1	8.2	41.2
	Physics	8	2.3	2.4	43.5
	Accounting	62	18.6	18.8	62.4
	Business	19	5.8	5.9	68.2
	Medical Sciences	8	2.3	2.4	70.6
	Education	50	15.1	15.3	85.9
	Law	35	10.5	10.6	96.5
	Agriculture	12	3.5	3.5	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author's results based on data collected through questionnaires, August 2015

4.2.4 Age of respondents in years

In addition, respondents were also asked about their age group in years. The response rate on the age group of respondents is shown in Table 4 below.

Table 4 Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Than 22 years	157	47.7	48.2	48.2
	23-30 years	153	46.5	47.1	95.3
	31-40 years	16	4.7	4.7	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

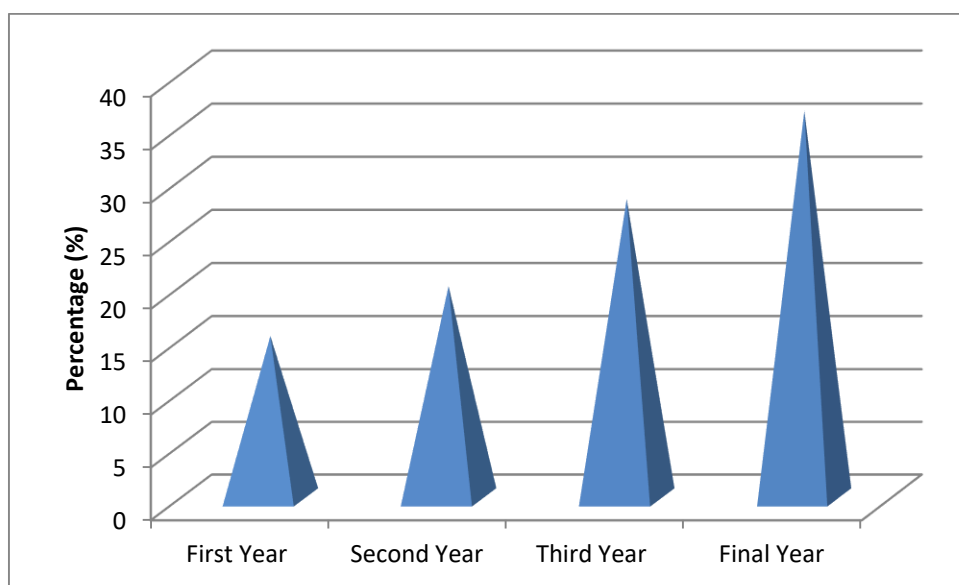
Source: Own elaboration based on Author's results

According to table 4 above, it appears that the majority of students who were enrolled at the four chosen UNAM campuses were 30 years of age or younger, representing over 90% of the response rate. This implies that most students tend to complete their first degree as early as before they turn 30 years of age. Table 4 further reveals that (a small percentage of less than 5 %) those who are 31 years and older were those who probably came for further studies or second qualification. This age group appears to be in better financial position to finance their studies as the majority of them have already secured employment.

4.2.5 Year of study

Apart from the respondents' age group, they were also asked about their year of study. The majority of respondents, 120 (36.5%) of 329 were in their final year of study while 93 (28.2%) respondents were in their third year of studies. The remaining 66 (20%) and 50 (15.3%) respondents were in their second and first year of their studies, respectively. The year of study response rate is shown in Figure 2 below.

Figure 2 Response Rate on Year of Studies



Source: Own elaboration based on data collected through questionnaires, August 2015

Through some open-ended questions that were part of the questionnaire, it has been established that the final year students are said to be more interested in research of this nature as they appear to have gone through some financial struggles. Such financial hardships include meeting UNAM's payment deadline in order to be eligible to seat for examinations.

4.2.6 Region of Origin

Respondents were further asked about their region of origin. From the course of studies that are represented by respondents, the regions such as Otjozondjupa and Oshana represent 24.6% and 18.8% of the respondents respectively, as referred to table 5 under valid Percent.

The response rate on the region of origin is shown in Table 5 below.

Table 5 Response Rate on the Region of Origin

	Region	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zambezi	16	4.7	5.8	5.8
	Erongo	23	7.0	8.7	14.5
	Hardap	4	1.2	1.4	15.9
	!Karas	4	1.2	1.4	17.4
	Kavango East	12	3.5	4.3	21.7
	Kavango West	4	1.2	1.4	23.2
	Oshikoto	27	8.1	10.1	33.3
	Khomas	27	8.1	10.1	43.5
	Ohangwena	27	8.1	10.1	53.6
	Omusati	8	2.3	2.9	56.5
	Oshana	51	15.1	18.8	75.4
	Otjozondjupa	65	19.8	24.6	100.0
	Total	268	80.2	100.0	
Missing	Non-Namibian	61	18.6		
	System	4	1.2		
	Total	65	19.8		
Total		333	100.0		

Source: Author data collected through questionnaires, August 2015

The study indicated through the above table that out of the total number of respondents, it indicated that 5.8% of the respondents come from Zambezi region, 8.7% Erongo, with 1.4% from Hardap, Karas, Kavango West each, whereas Kavango East 4.3%, with Oshikoto, Khomas, Ohangwena 10.1% each Omusati 2.9%, Oshana 18.8% with the second biggest response rate and Otjozondjupa with the highest of 27.6%. Regions which recorded a smaller percentage of region of origin is because of UNAM satellite campuses within those regions whereas a bigger percentage means no UNAM satellite campuses at those regions or their choice of subjects are not offered through those satellite campuses. The University of Namibia satellite campuses mostly specialise in selected field of studies.

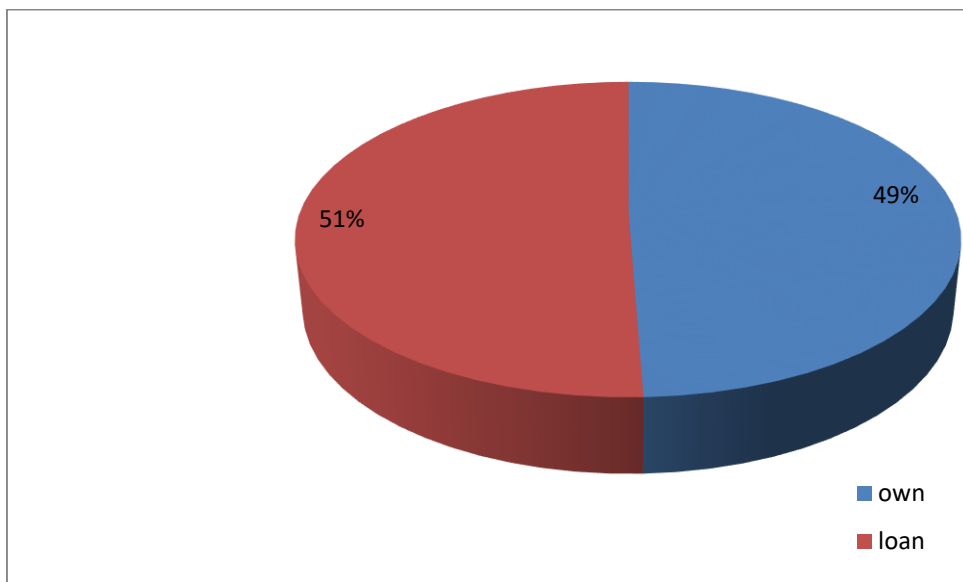
4.3 Financing of Higher Education

Sanyal and Martin (2009) indicated that financing education is seen as a process of how government, organisations and individuals commit to generate revenues in order for them to distribute it towards costs of education. Sanyal and Martin (2009) further established that financing of higher education was a shared responsibility between different education stakeholders within the education fraternity. For this reason, various governments have created loan schemes to fund higher education. However, there seem to be some challenges with funding those loan schemes. As a result, it remains a challenge to find a working financing model of higher education.

4.3.1 Source of Funds/Mode of Payment

In addition, respondents were further asked about their source of funds or mode of payment. Most respondents, that is, 166 (50.6%) of 329 respondents cited the use of loans as source of funds in financing their studies. The remaining 163 (49.4%) respondents use their own funds. The response rate on the source of funds is illustrated in Figure 3 below.

Figure 3 Sources of Funds to Finance Studies



Source: own elaboration based on data collected through questionnaires, August 2015

It is apparent from Figure 3 above that there was almost a balance in response rate between students that use loans as source of funds, and those who used own funds to fund their studies. All students that are employed and use their own funds to pay for their studies and those that use either parents or family money to pay for their studies were jointly classified as respondents that use own funds.

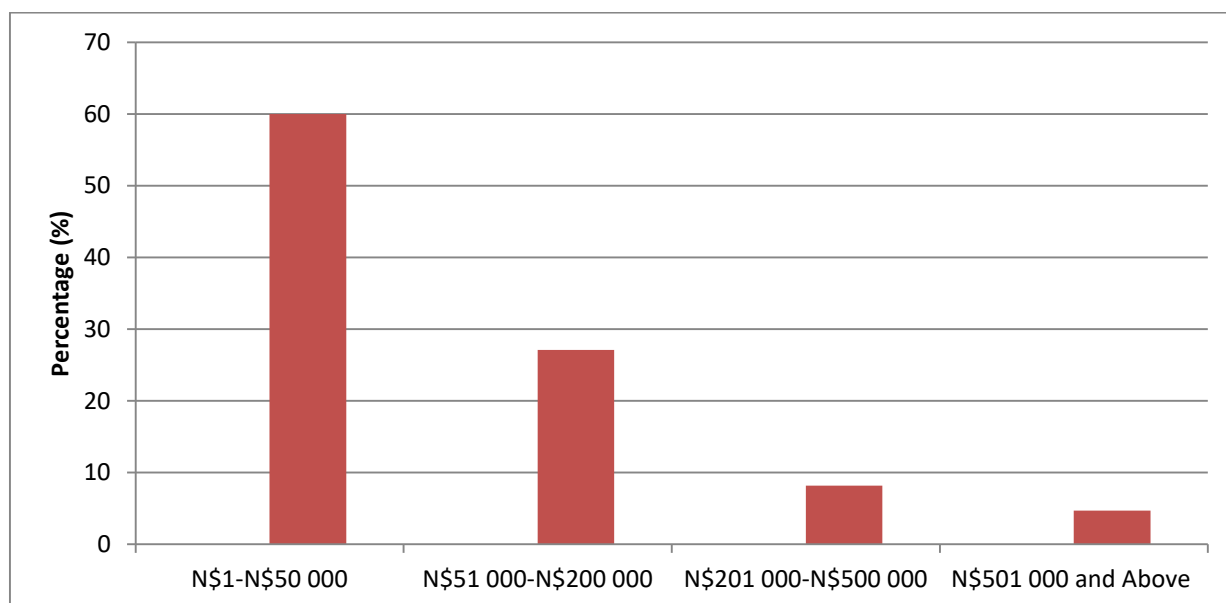
On the other hand, those who made use of loans or bursaries were all classified as respondents that use loan to fund their studies. It was noted that some companies that provide bursaries to students have a binding contract that requires students to work for them for a specific number of years upon completion of their studies before being able to go and work for any other company. This was, therefore, classified in the same manner as a loan because the students owe service to the company.

The Namibian government through its NSFAP, provides study loans to most of the UNAM students that meet funding requirements. This practice has helped many students to access higher education. Some parents engage financial institutions for study policies. The study policies also appear to have helped most of the university students to be able to pay for their higher education.

4.3.2 Parents/Guardians Annual Income

Respondents were also asked about their parents or guardians' annual income. Most respondents, 197 (60%) of 329 indicated that their parents earn between N\$1-N\$50 000, about 90 (27.1%) respondents indicated between N\$51 000 – N\$200 000, with about 26 (8%) said their parents earn between N\$201 000- N\$500 000 while the remaining 16 (4.7%) respondents indicated N\$501 000 and above. The above income brackets imply that not all the parents could afford to pay for higher education especially those earning N\$ 200 000 and below per annum. The response rate on parents/guardian annual income is indicated in Figure 4 below.

Figure 4 Response Rate on Parents/Guardian Annual Income



Source: Own elaboration based on data collected through questionnaires, August 2015

Hypothetically, in Namibia, it is a well-known fact that regions such as Omusati, Oshana, Ohangwena, Oshikoto, Kavango East, Kavango West and Zambezi are regions with a high number of previously disadvantaged communities. The regions mentioned above contribute 145 (44%) of the 329, of respondents. One of the contributing factors to lack of affordability for higher education in Namibia is due to unemployment rate which has been over 40% for the past 27 years of independence. The high unemployment rate could be attributable to lack of necessary skills among Namibians.

4.3.3 Factors that Makes up the Total Cost of Higher Education

In order to get a better picture of what constitutes the total cost of higher education, respondents were asked about their opinions on the factors that make up the total cost of higher education. Higher education fees could be made up of different factors. Such factors include, among others; tuition fees, accommodation, transport, text books and printing of notes.

It has been established that 63.5% of the respondents strongly agree that tuition fee is the major contributing factor to the total cost of higher education. This is indicated in Table 6 below.

4.3.3.1 Tuition Fees

Table 6 Response Rate on Tuition Fee as Main Component of Tertiary Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	27	8.1	8.2	8.2
	Disagree	8	2.3	2.4	10.6
	Moderately Agree	39	11.6	11.8	22.4
	Agree	47	14.0	14.1	36.5
	Strongly Agree	208	62.8	63.5	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author data collected through questionnaires, August 2015

First year students at tertiary institution enrolled in a certificate, diploma or degree course at the University of Namibia pays in the range of N\$12 000 to N\$14 000 tuition fees per annum in most of the courses represented by respondents. However, additional cost are charged based on whether the student being enrolled is Namibian, SADC or Non-SADC member. This makes tuition fees the major part of the student cost of studying at tertiary institutions (University of Namibia, 2016)

4.3.3.2 Accommodation

Accommodation being another factor that makes up the cost of tertiary institution is presenting 41.2% of respondents that strongly agree that it is one of the major costs of tertiary education. This is indicated in Table 7 below.

Table 7 Accommodation Component of Tertiary Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	50	15.1	15.3	15.3
	Disagree	31	9.3	9.4	24.7
	Moderately Agree	54	16.3	16.5	41.2
	Agree	60	17.4	17.6	58.8
	Strongly Agree	134	40.7	41.2	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author data collected through questionnaires, August 20

The indication shows that accommodation across Windhoek seem to be a major challenge. This is not only to students but even to the community at large. It is, therefore, for this reason that accommodation came out as the second highest cost of studying at an institution of higher learning. For example, the 4 chosen campuses, namely: University of Namibia Main campus, Neudam, Khomasdal, and School of Medicine campus charges N\$9 930 to N\$11 500 for hostel on Namibian and SADC students, and N\$16 430 to N\$22 880 for Non-SADC students, breakfast inclusive (UNAM Annual Report, 2015).

4.3.3.3 *Transport*

About 31.8% of the respondents strongly agree that transport is also one of the factors that make up the big chunk of total cost for higher education. This is attributable to the fact that the common mode of transport used by students are taxis which charge more compared to municipal buses which are in short supply. This is indicated in Table 8 below.

Table 8 Transport Component of Tertiary Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	20	5.8	5.9	5.9
	Disagree	31	9.3	9.4	15.3
	Moderately Agree	77	23.3	23.5	38.8
	Agree	96	29.1	29.4	68.2
	Strongly Agree	105	31.4	31.8	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author data collected through questionnaires, August 2015

UNAM's students need some means of transport for movements on and off campus. The issue of UNAM main campus being located outside the city centre was also cited as challenge to students. Only a few students who are not residing on campus make use of private transport, with the majority depending on public transport. Not only students who are not boarding in hostels make use of public transports but even those in hostels.

Though the City of Windhoek has made provision for municipal buses across Windhoek, this seems to be inadequate to cater for all Windhoek residents including the students. Thus, the majority of students tend to make use of privately owned commercial taxis.

The Choice of transport might be determined by the agency of a student, and since municipality buses only load at bus stations based on specified times, students turn to use taxis that are readily available. As a result, some students have argued that this issue of transport could be mitigated should more means of transport be introduced like public trains.

4.3.3.4 *Books and Printing*

Books and printing have also been cited as another major component of total cost for higher education. About 29.4% of respondents strongly agree that books and printing of study notes also add up to the main cost drivers of tertiary education. This is indicated in Table 9 below.

Table 9 Books and Printing as Component of Tertiary Costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	9.3	9.4	9.4
	Disagree	39	11.6	11.8	21.2
	Moderately Agree	81	24.4	24.7	45.9
	Agree	81	24.4	24.7	70.6
	Strongly Agree	97	29.1	29.4	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author data collected through questionnaires, August 2015

Unlike other factors that make up the total cost of studying at tertiary institutions, cost of books and printing are seen as one of the moderately contributing cost to tertiary education.

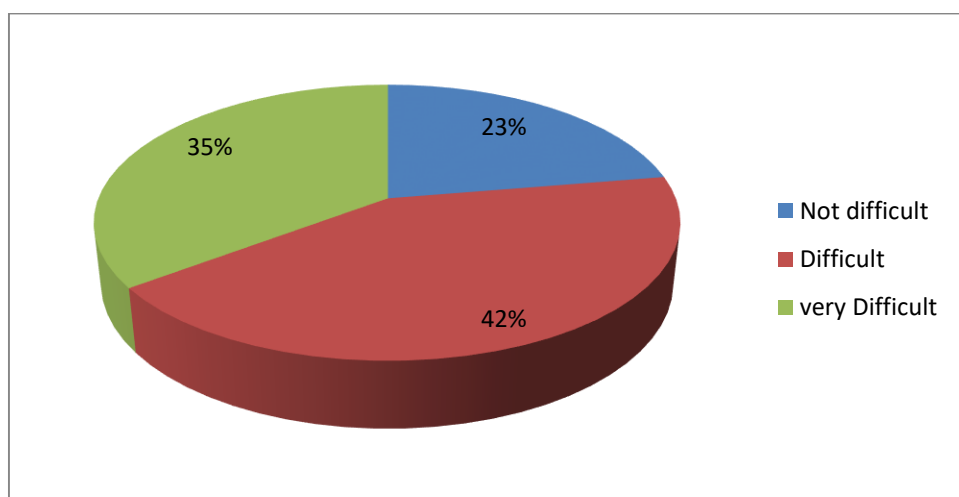
The Cost is not as high as other costs, since institution of higher education such as the University of Namibia have introduced posting of all lecture notes and related study materials on the university student's portal where students could download them.

Additionally, students have also been introduced to E-Learning through which they could access the prescribed text books through university subscribed library websites instead of buying text books.

4.3.4 Process of Acquiring Funds to Pay for Tertiary Education

Respondents were also asked on how difficult it is to acquire funds to pay for tertiary education. Most respondents, that is, 140 (42%) of 329 were of the opinion that funds to pay for higher education are very difficult to acquire. The 116 (35%) respondents are supporting that it is just a difficult process, but not very difficult. For example, commercial banks would expect applicants to provide collateral, just to cover themselves from defaults. However, the remaining 73 (23%) respondents have revealed that the process is not difficult. The response rate on this matter is illustrated in Figure 5 below.

Figure 5 Difficulties at Which to Acquire Funds for Tertiary Education



Source: Own elaboration based on data collected through questionnaires, August 2015

4.3.5 Response on Full Subsidisation of Higher Education by the State

Given the role that education plays in society in terms of skills development, at times governments made it a priority to subsidise higher education. It is for this reason that respondents were asked on whether they agree that higher education should be fully subsidised by the state. The highest percentage of students representing about 53% of the respondents strongly disagree for higher education to be fully subsidised by the government. Accordingly, 37% also disagree that education should be fully subsidized citing that it would become a burden to the government because it already offers the social grant to the elders and the vulnerable. The response rate on whether tertiary education should be fully subsidized by the state is illustrated in Table 10 below.

Table 10 Response Rate on Whether Tertiary Education Should be Fully Subsidized

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	175	52.3	52.9	52.9
	Disagree	119	36.0	36.5	89.4
	Agree	8	2.3	2.4	91.8
	Strongly Agree	27	8.1	8.2	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author's results based on data collected through questionnaires, August 2015

Some students responded that the University of Namibia already gets a budget from the government/state. So, if higher education was to be subsidized, it would cost a lot for the government to sustain institutions of higher education, and it might lead to poor quality of education.

Another group of students said, with NSFAF assisting students with study loans, it is almost equivalent to tertiary education being subsidized. This is due to the fact that almost everyone that applies for a study loan and meets the entire requirement is always likely to receive a study loan.

Some groups of students suggested that students that can afford to pay should do so with honesty and only allow those that are genuinely unable to pay, to receive assistance through subsidies. A few others made comparisons to countries such as Botswana where students receive a full tertiary education subsidy from government.

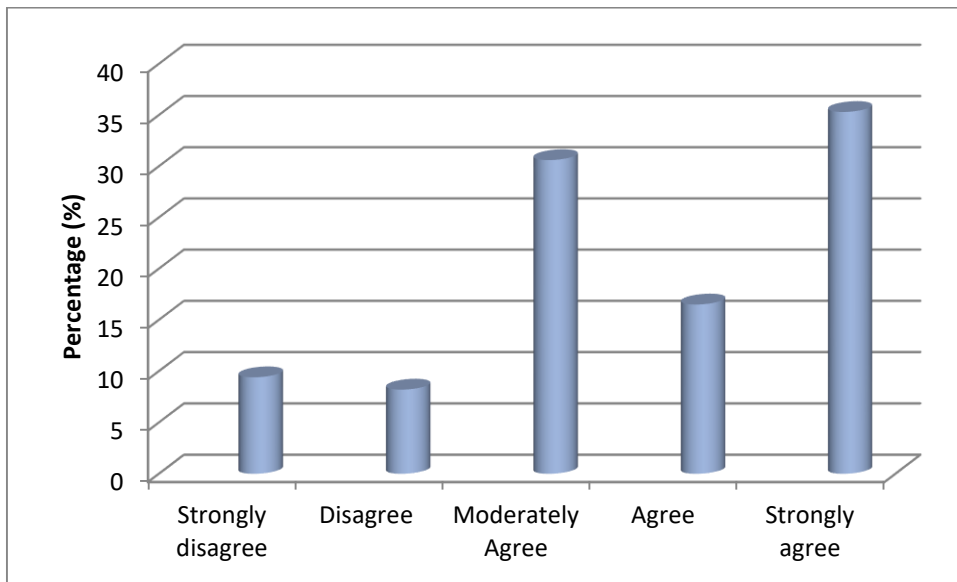
4.4 Affordability of Higher Education

Usher and Cervenak (2005) explain affordability as an ability of people from all backgrounds being able to access higher education on a reasonably equal basis. They further state that affordability does not only affect government decisions, but also regarded as a challenge to other educational stakeholders. However, affordability of higher education could be defined differently in each country based on the different factors that play a role in that particular country as far as higher education is concerned.

4.4.1 Affordability of Tertiary Education

Respondents were asked if they agree to the notion that higher education is unaffordable. About 35% of the respondents strongly agreed that higher education is unaffordable while 17% agreed with this statement. Another 31% moderately agreed while only about 10% strongly disagreed and 7% disagreed with the notion. It can, therefore, be argued that about 83% of the respondents feel that higher education is unaffordable compared to the 17% that might be of a contrary view. The response rate on the views of respondents on affordability is illustrated in Figure 6 below.

Figure 6 Response rate on whether tertiary education is unaffordable



Source: Own elaboration based on data collected through questionnaires, August 2015

The views of respondents on affordability of tertiary education can also be correlated to the recent protests that have been witnessed at both the University of Namibia and the Namibia University of Science and Technology. Students were mainly calling for the institutions to scrap the long standing practice of requiring students to pay for registration fees.

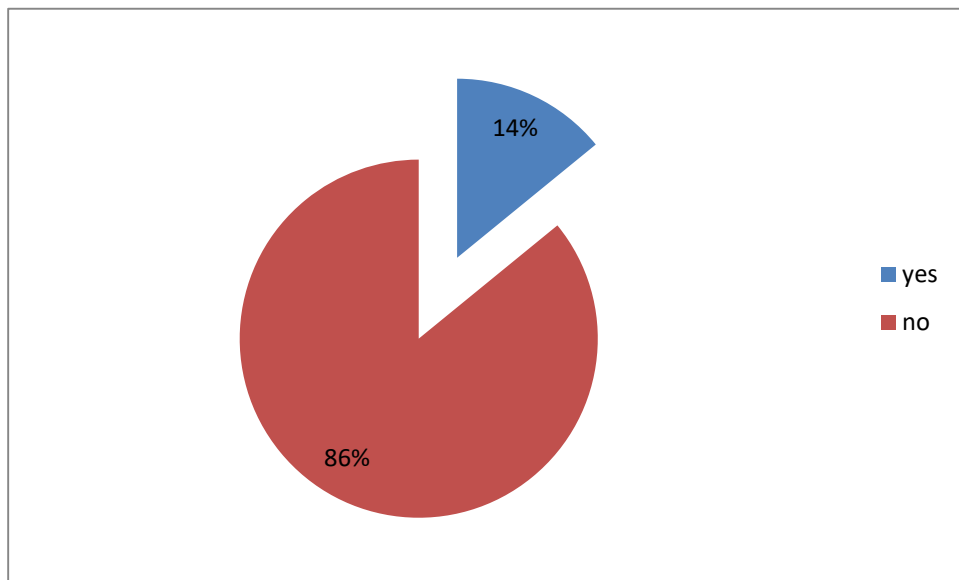
The research has observed that these protests however were not only unique to Namibia, as many universities in the neighbouring South Africa have witnessed a wave of similar uprisings from frustrated groups of students who were also chanting similar themes such as the fees must fall campaign and so on. These series of events in the two SADC countries could also be seen to indicate that the cost burden of education remains one of the major challenges.

4.4.2 Exclusion from Writing Exams Due to Outstanding Fees

Respondents were also asked if they have ever been denied writing exams before, due to outstanding debts at any occasion during their studies. Most respondents, 283 (86%) of 329 indicated that they have never been prevented from writing exams before due to funds not paid, while the remaining 46 (14%) respondents indicated that they were indeed denied writing exams before due to outstanding debts.

The response rate on whether the respondents have ever been denied writing exams before due to outstanding debts is illustrated in Figure 7 below.

Figure 7 Response Rate on Exclusion from Writing Exams



Source: Author's elaboration based on data collected through questionnaires, August 2015

The majority of the respondents representing 86% of the total respondents have indicated that they have never been denied from writing exams. It was observed that in most cases where UNAM denies students from entering any exam venue it is often due to delayed settlement of student accounts.

This was more especially by those who are government loan holders as the government often takes time to pay. It should however be noted that the 14% indicating to be denied access to examination, due to owed funds gives evidence that un-affordability exists, even if it is not affecting the majority.

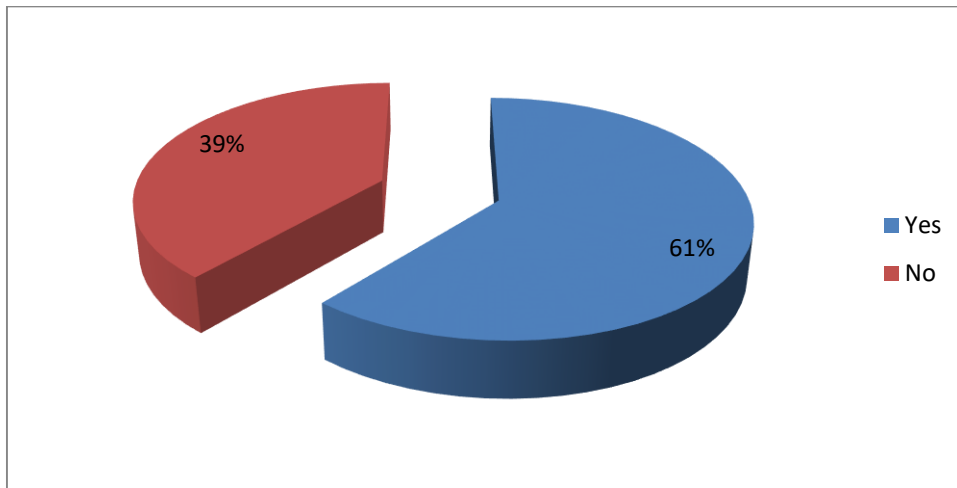
The researcher further learned that in the event where students are denied opportunity to write their examinations due to outstanding tuition fees, the university's Student Representative Council usually engages UNAM management. As a result, the university helps these types of students on a case by case basis because of their unique circumstances. With the new university portal that was introduced about 3 years ago, the university may now allow all students to seat for exams, and automatically denies access to exam results for students that have outstanding debts. This has brought about a huge improvement in dealing with the issue of student debts which would previously also cause delays in the academic progress of individual students.

4.4.3 Comparison of Affordability of Namibian Higher Education to other SADC

Countries

Respondents were also asked on whether higher education in Namibia is affordable compared to other SADC countries. Most respondents, 201 (61%) of 329 were of the opinion that higher education in Namibia is affordable compared to other SADC countries. The remaining 128 (39%) respondents disagreed with this view. The response rate on whether tertiary education in Namibia is affordable compared to other SADC countries is illustrated in Figure 8 below.

Figure 8 Response Rate on Whether Namibian Tertiary Education is Affordable Compared to SADC Countries



Source: Own elaboration based data collected through questionnaires, August 2015

With protests that have affected the majority of South African universities, that was an indication that the problem is more pertinent in other countries of the SADC region. The other dynamic that differentiates the problems affecting higher education in South Africa compared to Namibia is the mere fact that students in Namibia were mainly protesting for registration fees to be abolished whereas in South Africa students protests were calling for a total abolishment of cost of higher education.

4.4.4 Value of Money Spend on Tertiary Education

Respondents were also asked on whether they agree whether higher education that they receive is worth the price they pay. Most of the respondents (34.1%) are of the opinion that it is moderately worth it. The response rate on whether the tertiary education is worthy money spent is shown in Table 11 below.

Table 11 Response Rate on Whether Tertiary Education is Worth Money Spent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	43	12.8	12.9	12.9
	Disagree	54	16.3	16.5	29.4
	Moderately Agree	112	33.7	34.1	63.5
	Agree	58	17.4	17.6	81.2
	Strongly Agree	62	18.6	18.8	100.0
	Total	329	98.8	100.0	
Missing	System	4	1.2		
Total		333	100.0		

Source: Author's results based on data collected through questionnaires, August 2015

4.5 Correlation Results

A Correlation analysis was employed using SPSS statistical method in order to determine if affordability (as estimated by ability to use own funds) indeed depends on citizenship, parents annual income and region of origin. The statistical properties of the variables were tested to ensure the results were not unauthentic.

4.5.1 Descriptive Statistics of the Variables

Table 12 the Descriptive Statistics of the Variables

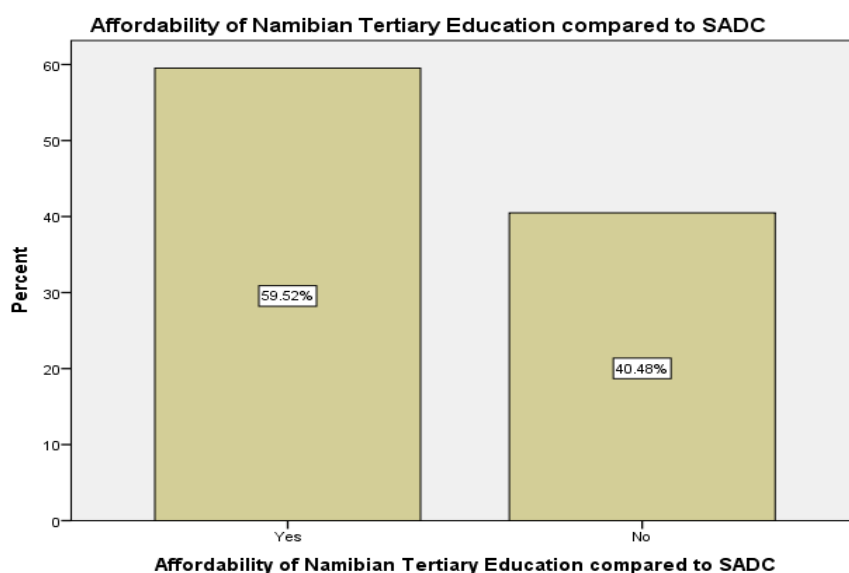
	N	Minimum	Maximum	Mode	Mean	Std. Deviation
Affordability	329	1.00	2.00	1	1.51	0.503
Parents Annual Income	329	1.00	4.00	1	1.58	0.836
Region of Origin	268	1.00	13.00	13	8.96	0.435
Citizenship	329	1.00	2.00	1	1.19	0.393
Valid N (list wise)	268					

Source: Author's results based on data collected through questionnaires, August 2015

Table 12 above exhibits the descriptive statistics of the independent variable. Which are affordability, and the three independent variables, parental annual income, region of origin and citizenship. Since the mean is not a good measure of central tendency for categorical data, the study instead used the mode which is a more reliable of central tendency for categorical data compared to mean.

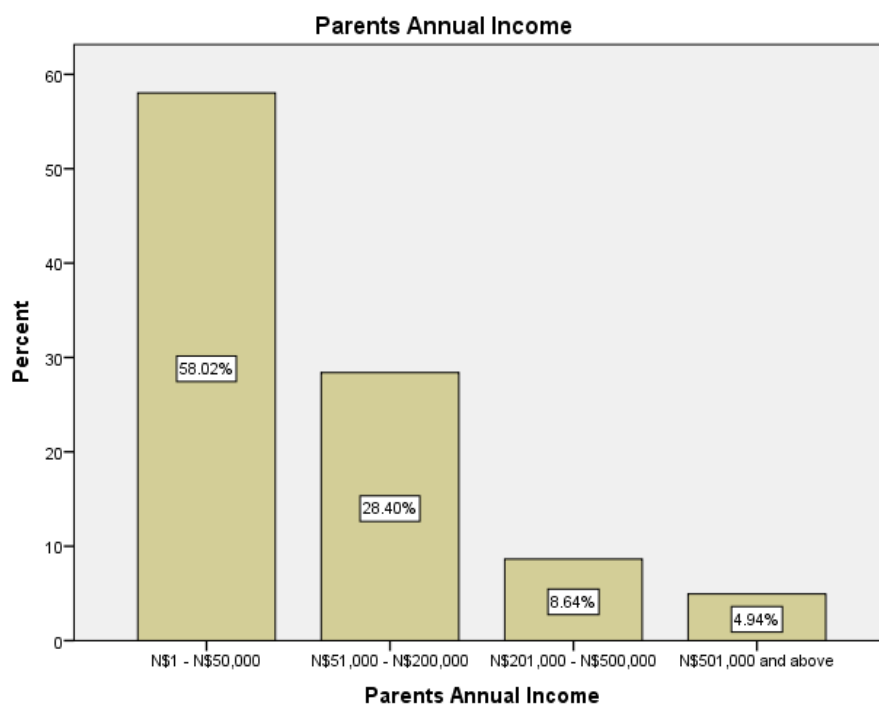
Using the mode, Table 12 above is presented in a descriptive way through the following individual graphs:

Figure 9 Affordability of Namibian Tertiary Education Compared to SADC



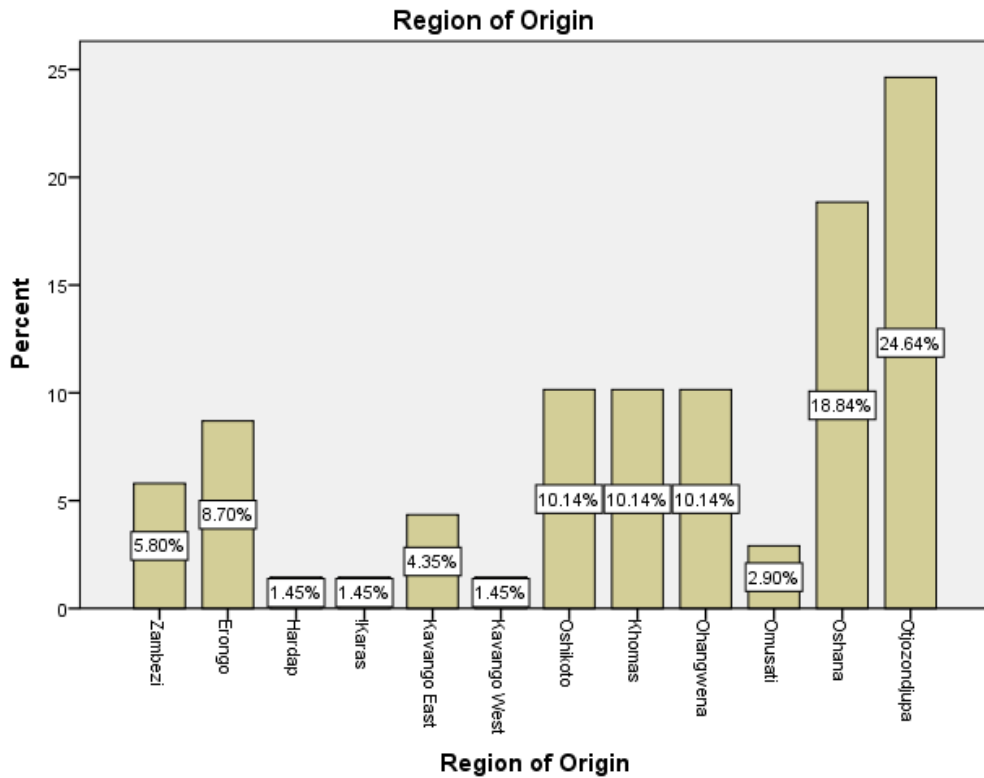
According to the descriptive statistics figure above, presenting with (yes) whether higher education is affordable or with (no) to whether unaffordable, the mode of 1 indicates that on average a majority of respondents are falling under category 1 (affordable) with 59.52 % percent count. In other words majority of the students agree that Namibian tertiary education is affordable compared to other SADC countries.

Figure 10 Parents Annual Income



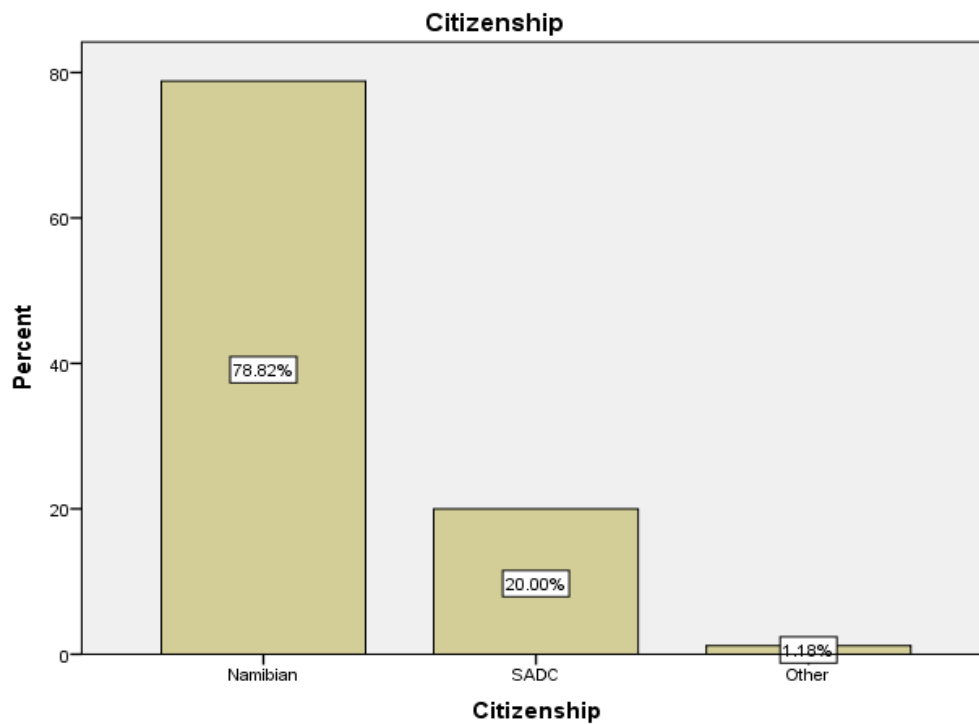
Parents annual income, presented through a descriptive statistics figure above also indicate a mode of, which implies that on average a majority of parent’s income falls in category 1(N\$1 – N\$50 000) as indicated by 58.02% respondents, followed by category 2 (N\$51 000 – N\$200 000) as indicated by 28.4% respondents and only 4.94% of the respondent’s parents income falls in category 4 being in a range of (N\$501 000 and more). Such information implies that more than 80% of the respondents parents do not earn more than N\$200 000 per annum.

Figure 11 Region of Origin



With the other variable being “region of origin”, since the mean is not a good measure of central tendency in this case, we use the mode which gives the modal class/region. According to region of origin the modal region is region 13 (Otjozondjupa) with a percentage count of 24.64% of respondents followed by Oshana with 18.84%, with Khomas, Ohangwena, and oshikoto region being at 10.14%. Finally it is presented that the least represented regions are Karas, Kavango West and Hardap with a minimum count of 1.45% each.

Figure 12 Citizenship



According to the graph above, citizenship, present a mode of 1 indicates that a majority of respondents were Namibian citizens with percentage of 78.82%, followed by SADC with 20% and others with 1.18%.

With standard deviation of all variables being less than (1), it can be concluded that all variables being, parent's annual income, region of origin, and citizenship are determinants of affordability of higher education because of their standard deviations of 0.84, 0.39 and 0.435.

4.5.2 Correlations of the Variables

Table 13 Correlations of the Variables

		Affordability	Parents Annual Income	Region of Origin	Citizen
Affordability	Pearson Correlation	1	.091	-.043	.416**
	Sig. (2-tailed)		.408	.725	.000
	N	329	329	268	329
Parents Annual Income	Pearson Correlation	.091	1	.190	.173
	Sig. (2-tailed)	.408		.118	.114
	N	329	329	268	329
Region of Origin	Pearson Correlation	-.043	.190	1	.088
	Sig. (2-tailed)	.725	.118		.471
	N	268	268	268	268
Citizen	Pearson Correlation	.416**	.173	.088	1
	Sig. (2-tailed)	.000	.114	.471	
	N	329	329	268	329
**. Correlation is significant at the 0.01 level (2-tailed).					

The result of Table 13 above shows an interpretation that presents that correlation coefficient measures the linear relationship between two variables. The two independent variables, parental income and citizenship, both show positive correlation with the dependent variable affordability, which implies that for every change in them, will cause a positive change in relation to affordability. On the other hand region of origin, being another independent variable, the correlation coefficient is -0.043, implying a slight negative relationship with affordability. To determine the strength of the relationships, the p-values were also calculated. This is important to report that only the relationship between citizenship and affordability is statistical significant at a 1% level ($p \leq 0$).

Therefore the study may conclude that the correlation of 0.416 is significantly greater than zero, implying that there is overwhelming evidence that there is a positive correlation between citizenship and affordability. Since citizenship significantly correlates with affordability, relative to other SADC countries, Namibian citizens are relatively in a better financial position as to non-citizens in affording higher education.

4.6 Summary

The purpose of chapter 4 was to present the findings of data collected using methods indicated in chapter 3. The demographic data collected was first presented and analyzed. The researcher used tables, graphs, pie chart, taking the following themes into consideration: Financing and Affordability where analyzed using parent's annual income, region of origin and citizenship as the determinant factors. However, it has emerged that all variables, parent's annual income and citizenship and region of originate correlated to affordability.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the interpretation as well as discussions of the results developed during the study. It further presents a summary of the findings, conclusions and recommendations based on the findings from the previous Chapter four of this study.

5.2 Summary of Findings and Conclusions

The researcher found that 166 (50.5%) of 329 respondents utilize loan as a source of fund for paying university fees. The remaining 163 (49.5%) respondents utilize either private donor funds or parents/own funds.

Despite financing and affordability of higher education being one of the challenges in the world, the research findings indicates that, education is reasonably affordable in Namibia, due to the fact that government loans are mostly available and some donor/parents/own funds continue to be used as other to pay for studies at institutions of higher education. 59.52% responded 'yes' to tertiary education being affordable in Namibia. And 40.48% of the respondents indicated that "no" education is not affordable.

Finney and Kelly (2004) explored the affordability of higher education looking at how students, their families and government provide funding to higher education. Their finding was that financing of higher education come as a result of government loans, private company sponsors and own funding. The research also established that tuition fee remains to be the main contributing factor to components which made up the cost of higher education compared to accommodation, transport, books and printing.

5.3 Findings Based on the Research Objectives

Research objective 1: To determine the factors that contributes to total cost of higher education

The researcher found that the following factors makes up a total cost of studying at higher institutions. About 62.8% of respondents indicated that tuition fees contribute the biggest amount of study cost whereby about 40.7% of respondents cited accommodation as another major contributor to cost of higher education. Accordingly, about 31.4% of the respondents strongly agree that transport is also one of the factors that contribute to total cost of higher education. Finally, about 53.5% of the respondents argued that books and printing moderately contribute to the total cost of higher education.

The study by Wangenge-Ouma and Cloete (2008), being in support found that inflation adjustment increments made mainly in tuition fees on a yearly basis, mostly lead to education being expensive and unaffordable. As a result, this has a negative impact on students whenever it comes to choosing the preferred institution of higher learning.

The study concluded firstly that the main cost drivers in higher education are in the following order: (i) Tuition fees (ii) Books (iii) Accommodation (iv) Transport. Secondly these factors contribute to cost of higher education in different degrees, i.e. although tuition fees remain to be the main driver, the cost of higher education is a combination of factors.

Research objective 2: To investigate the main source of funding for higher education available to UNAM students

This study presents that 52.9% of the respondents strongly agree that the process of obtaining a study fund is easy. Generally, everyone that applies for a study loan, provided that such an applicant meets the requirements tend to receive an opportunity of a government study loan.

On the other hand, 36% of the respondents argued that the process is not as easy as it seems, as it does not create provision for those that misses the deadline to submit required documents. As a result, such students end up not receiving a government study loan.

Rani (2016) in the investigation of financing higher education and education loans in India looked at the trends in financing higher education. The study indicated that student loans remain to be one of the dominating sources of financing higher education. In addition to study loans, parents and sponsors are some of the other sources of funds.

The study concludes that there are different opinions with regard to the issue of funding. It was further established that majority are satisfied with the sources available for funding of higher education, but a substantial number of respondents remained not in full satisfaction.

Research objective 3: To establish affordability of UNAM students and their sponsors' capacity to pay for higher education

The respondents were asked to indicate if they are in agreement with the notion that higher education is unaffordable. About 83% of the respondents strongly agreed that higher education is affordable while about 17% moderately supported this notion.

This finding is supported by Perna and Li (2006), in a study titled which explored on the public perception on the ability to pay for high education. The study revealed that college affordability is a cry that is common to many including prominent politicians. Perna and Li (as cited in John, 2005) claimed that increase in tuition fees has made colleges no longer affordable. The general public shares the perception that colleges are not affordable.

The study concluded that, being a general feeling in every human being, it is not always easily acceptable when inflation adjusted increments are added on tuition fees every year. In this notion majority of the respondents strongly agreed that higher education costs are unaffordable to every citizen regardless of their background. While a small percentage believe that on a fair scale, considering other factors education is affordable.

Research objective 4: To determine and recommend strategies that can improve financing of higher education in Namibia

Respondents were asked if they would agree that higher education should be fully subsidised by the state. About 52.9% of the respondents strongly disagree that higher education should be fully subsidised. On the other hand, about 36.5% disagreed that the state should fully subsidise cost of higher education as that might result in creation of the dependency syndrome which may contribute in depleting government funds.

According to Teferra (2005), there are other ways of making higher education affordable. The study looked at solutions such as the reduction in duration of courses of studies at institution of higher learning. Courses of studies that takes 4 years to complete can be reduced to two years of study, and as a result of that, cost of tuition fees, accommodation, transport, books and printing of notes will also be reduced.

The study concluded that 89.4% (52.9% +36.5%) of the respondents disagreed that cost of higher education needed to be improved, though subsidising it, and a small group, making up 10.6%, believe that cost of higher education need to be fully subsidised. This is evident that students are aware that the government is not solely responsible for financing of higher education, but will need support in doing that.

5.4 Recommendations

The recommendations presented in this study are based on the conclusions that were found and are stipulated below:

- This study recommends that a holistic approach is needed to evaluate higher education in Namibia.
- The study also recommend that NSFAP's policies, rules and guidelines should (1) consider taking in consideration different circumstances that come as challenges to different people and (2) consider effective mode of communications to inform the citizens, for example about the deadlines.
- The research recommends that all stakeholders that include, government, universities, sponsors, parents and the private sector should equally take the initiative of making higher education affordable.
- The study further recommends that as much as the government is expected to fully subsidise cost of higher education, there should be a balance between own contribution and government support. However the government may subsidise different students classified by different approved characters.
- The study finally recommend that institutions of higher education be actively involved in creating income generating projects that can help universities to harness a degree of self-reliance, resulting in a gradual decline in the over dependency on the increase in tuition fees to drive the universities' operations. Thus the cost of high education can be kept at an affordable rate.

5.4.1 Further Recommended Studies

Due to the time constraint and limited areas of concentration of the data presented, the study recommends that further work in this same area should be considered looking at other variables that cause unaffordability of higher education, as well as other alternatives that can create free education in Namibia. Future researchers are further encouraged to carry out research focused at finding a model of financing education in Namibia.

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APPENDIX A

ETHICAL CLEARANCE CERTIFICATE



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FEMS/1/2015

Date: 2 February, 2015

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: AN ANALYSIS OF THE AFFORDABILITY OF THE NAMIBIAN TERTIARY EDUCATION: A CASE STUDY OF THE UNIVERSITY OF NAMIBIA

Nature/Level of Project: Masters

Principal Researcher: Tango Kandjaba

Student Number: 200404059


Host Department & Faculty: Accounting and Finance, Faculty of Economics & Management Science

Main Supervisor : Prof. Merwe Oberholzer, North-West University, South Africa

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i). withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii). request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.


Prof. I. Mapaure
UNAM Research Coordinator
ON BEHALF OF UREC

APPENDIX B

RESEARCH PERMISSION LETTER

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: <http://www.unam.edu.na>



RESEARCH PERMISSION LETTER

Student Name: Tango Kandjaba

Student number: 200404059

Programme : Master of Science in Accounting and Finance

Approved research title: Master of Science in Accounting and affordability of Higher Education at University of Namibia

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to read "Marius Hedimbi", is written over a horizontal dashed line.

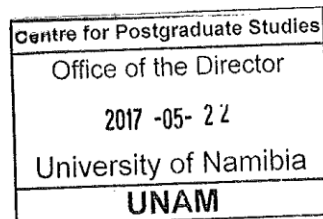
Dr Marius Hedimbi

Director: Centre for Postgraduate Studies

Tel: +264 61 2063275

E-mail: directorpgs@unam.na

22 May 2017
Date



1

APPENDIX C

PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

Date : 01 August 2015

To : The Campus Administrator
Through: The Pro-Vice Chancellor
Main Campus
University of Namibia

Cc : Director, Centre for Research and Publications
University of Namibia

Re : **Permission to conduct an academic research**

Topic: Investigating Financing and Affordability of Higher Education at University of Namibia

Dear Sir/Madam,

I, Tango Kandjaba (student number: 200404059) is a Master of Science in Accounting & Finance candidate in the Faculty of Economic and Management Sciences, University of Namibia.

As part of my thesis, your esteemed campus has been identified as part of the population for my study from which data shall be collected in a form of questionnaires.

Given the **urgency in collecting the desired data**, it is for this reason that I am kindly hereby seeking for permission from your good office in allowing me to collect the desired data as per the arrangement below:

Date : **05 August 2015**
Time (being free time to students) : **08H00 – 16H00**
Target Audience : **Students; Years 1–4**
Number of Questions to be distributed : **336**
Person to administer the Questionnaires : **Mr T Kandjaba**

I hope my Request shall receive your utmost attention.

Yours Sincerely

Mr T Kandjaba
Student Number : 200404059
Mobile No : 081 1248629

APPENDIX D

PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

Date : 01August 2015

To : The Campus Administrator
Through: The Assistant Pro-Vice Chancellor
Khomasdal Campus
University of Namibia

Cc : Director, Centre for Research and Publications
University of Namibia

Re : **Permission to conduct an academic research**

Topic: Investigating Financing and Affordability of Higher Education at University of Namibia

Dear Sir/Madam,

I, Tango Kandjaba (student number: 200404059) is a Master of Science in Accounting & Finance candidate in the Faculty of Economic and Management Sciences, University of Namibia.

As part of my thesis, your esteemed campus has been identified as part of the population for my study from which data shall be collected in a form of questionnaires.

Given the **urgency in collecting the desired data**, it is for this reason that I am kindly hereby seeking for permission from your good office in allowing me to collect the desired data as per the arrangement below:

Date : **08 August 2015**
Time (being free time to students) : **08H00 – 15H00**
Target Audience : **Students; Years 1–4**
Number of Questions to be distributed : **28**
Person to administer the Questionnaires : **Mr T Kandjaba**

I hope my Request shall receive your utmost attention.

Yours Sincerely

Mr T Kandjaba
Student Number : 200404059
Mobile No : 081 1248629

APPENDIX E

PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

Date : 01 August 2015

To : The Campus Administrator
Through: The Assistant Pro-Vice Chancellor
School of Medicine
University of Namibia

Cc : Director, Centre for Research and Publications
University of Namibia

Re : **Permission to conduct an academic research**

Topic: Investigating Financing and Affordability of Higher Education at University of Namibia

Dear Sir/Madam,

I, Tango Kandjaba (student number: 200404059) is a Master of Science in Accounting & Finance candidate in the Faculty of Economic and Management Sciences, University of Namibia.

As part of my thesis, your esteemed campus has been identified as part of the population for my study from which data shall be collected in a form of questionnaires.

Given the **urgency in collecting the desired data**, it is for this reason that I am kindly hereby seeking for permission from your good office in allowing me to collect the desired data as per the arrangement below:

Date : **11 August 2015**
Time (being free time to students) : **08H00 – 15H00**
Target Audience : **Students; Years 1–4**
Number of Questions to be distributed : **18**
Person to administer the Questionnaires : **Mr T Kandjaba**

I hope my Request shall receive your utmost attention.

Yours Sincerely

Mr T Kandjaba
Student Number : 200404059
Mobile No : 081 1248629

APPENDIX F

PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

Date : 01 August 2015

To : The Campus Administrator
Through: The Assistant Pro-Vice Chancellor
Neudam Campus
University of Namibia

Cc : Director, Centre for Research and Publications
University of Namibia

Re : **Permission to conduct an academic research**

Topic: Investigating Financing and Affordability of Higher Education at University of Namibia

Dear Sir/Madam,

I, Tango Kandjaba (student number: 200404059) is a Master of Science in Accounting & Finance candidate in the Faculty of Economic and Management Sciences, University of Namibia.

As part of my thesis, your esteemed campus has been identified as part of the population for my study from which data shall be collected in a form of questionnaires.

Given the **urgency in collecting the desired data**, it is for this reason that I am kindly hereby seeking for permission from your good office in allowing me to collect the desired data as per the arrangement below:

Date : **15August 2015**
Time (being free time to students) : **08H00 – 12H00**
Target Audience : **Students; Years 1–4**
Number of Questions to be distributed : **5**
Person to administer the Questionnaires : **Mr T Kandjaba**

I hope my Request shall receive your utmost attention.

Yours Sincerely

Mr T Kandjaba
Student Number : 200404059
Mobile No : 0811248629

APPENDIX G

LETTER OF INTRODUCTION [STUDENTS]

P .O Box 26412

Windhoek

Namibia

10 October 2016

Dear Sir/Madam

I am a Master’s degree of science (Accounting & Finance) student in the department of Accounting, Income Tax and Auditing at the University of Namibia. An integral part of this study program is writing of a thesis, and my research title is **“Financing and Affordability of Higher Education in Namibia: A Case study of UNAM”** under the supervision of Prof. Merwe Oberholzer of the North- West University, South Africa.

Kindly assist me in completing the questionnaire, which I have distributed to you through your class lecturer, and please return to your class lecturer when completed. The collected information will only be used for the academic research and confidentiality shall be maintained about the information provided.

I hope that you will find it in order to provide me with permission to carry on with my primary research.

Thanking you in advance.

Yours faithfully

.....

Tango Kandjaba (Mr)

Contact details: +264811248629

APPENDIX H

INFORMED CONSENT [STUDENTS]

RESEARCH TITLE: Investigating Financing and Affordability of Higher Education at University of Namibia.

RESEARCHER: Tango Olwenongo Kandjaba, PGD in Business Administration (UNAM), B.COMM, Accounting and Business management (UNAM)

I am a Master's degree of science (Accounting & Finance) student in the department of Accounting, Income Tax and Auditing at the University of Namibia. An integral part of this study program is writing of a thesis.

The objective of this research is to investigate the financing and affordability of higher education in Namibia. The study will look at organizations and individuals that are responsible for funding students for their Higher education. It should also be noted that the paper is looking at whether paying of student studies at institutions of higher education is done with ease or through a big struggle.

This study contributes to world topic in discussion on whether Higher education should be converted to free education or reduced as requested through various student strikes that has been taking place at the Namibia and South African universities. Several formal and informal studies has been conducted in Namibia regarding cost of education and finances for education but no tangible information has touched on the affordability of higher education.

I am looking for your full co-operation in this academic venture for understanding some of the issues that are important for this research. Participating in this research will take approximately 25 minutes. Feel free to ask questions about the research or about being a participant in this

research, you may further feel to contact +264 612064520 or 0811248629 for any other question that might arise.

Should you also wish to verify the authenticity of this research, you may do so by contacting Prof. Merwe Oberholzer of the North West – University at +27182852312.

Your participation in this research is voluntary and you are under no obligation to participate, However it's a matter of fact that your participation will be of value and important to the success of this thesis. Please take note that you have the right to withdraw at any time without any penalty or questioning. Your identity will not be revealed while the research is being conducted or when the study is published. Also take note that all information will be reported as one document and not any individual information will be categorized.

I (the participant) have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this study, realizing that I may withdraw at any time.

The signed consent will be sealed in an envelope and placed in one container. Your completed interview responses will be sealed in other envelope and placed in another container. In this way it will be extremely difficult to link the signed consent with the respective completed interview responses.'

I agree that research data that has been gathered for this study may be published with all rights provided that my identity is not revealed.

-----	-----
Participant (Name)	Date
-----	-----
Researcher	Date

APPENDIX I

RESEARCH QUESTIONNAIRE



Research Questionnaire

Dear Sir/Madam

My name is Tango Kandjaba, a Master of Science in Accounting and Finance student at the University of Namibia, Windhoek main Campus. I am conducting a research with the topic; “Investigating of Financing and Affordability of Higher Education at University of Namibia” the study is in partial fulfilment of the requirement for the Masters of Science in accounting and Finance. The purpose of the study is to gather data on the challenges that UNAM students face in financing Higher education.

Participation in this survey is voluntary, and the information provided by the participants will be treated with confidentiality and only used for the intended academic purposes of this study.

Researcher:

Tango Kandjaba

Student no: 200404059

Email: tkandjaba@unam.na

Supervisor:

Professor Merwe Obholzer

North – West University

South Africa

SECTION A

This section requires your background information. Where applicable, please indicate your answer by ticking (√) in the appropriate box.

1. Gender Male Female

2. Citizen (Tick in the appropriate column) (√)

Namibian	
SADC (Countries)	
Others, Please specify	

3. Course of study?

4. Age Category?

- Less than 22 years
- 23 – 30 years
- 31 – 40 years
- 41 years and above

5. Source of Funds

Own	%
Parents/ Family	%
Loan	%
Bursary	%
Others	%
Total	100 %

6. Parents/Guardians annual Income

- N\$1 – N\$ 50 000
- N\$ 51 000 – N\$ 200 000
- N\$ 201 000 – N\$ 500 00
- N\$ 501 000 and Above

7. Year of study

- First Year
- Second Year
- Third year
- Final year

8. Region of origin. Tick (√) in the appropriate box.

Zambezi Region		Khomas Region	
Erongo Region		Kunene Region	
Hardap Region		Ohangwena Region	
!!Karas Region		Omaheke Region	
Kavango East Region		Omusati Region	
Kavango West Region		Oshana Region	
Oshikoto Region		Otjozondjupa Region	

Section B:

This section requires information about the cost of Higher education in Namibia.

9. What are the factors that make up the total cost of your Higher education? On a 5 point Likert scale, please tick the corresponding number.

1	2	3	4					5
Strongly disagree	disagree	Moderately agree	Agree					Strongly agree
(9.1) Tuition Fee	Strongly disagree		1	2	3	4	5	Strongly agree
(9.2) Accommodation	Strongly disagree		1	2	3	4	5	Strongly agree
(9.3) Transport	Strongly disagree		1	2	3	4	5	Strongly agree
(9.4) Books and Printing	Strongly disagree		1	2	3	4	5	Strongly agree

10. Do you agree that Higher education is unaffordable? On a 5 point Likert scale, please tick the corresponding number.

1	2	3	4	5
Strongly disagree	disagree	Moderately agree	Agree	Strongly agree

11. What is presented as main financial challenges that are faced by those paying for your studies?

12. Which of the study needs do you mostly have difficulties in meeting? Tick (√) on the appropriate one.

- Tuition fees
- Accommodation
- Transport
- Books
- Others

13. Have you been denied to seat for exams due to outstanding fees?

- Yes
- No

If yes, why where the funds not paid?

14. Do you think Higher education in Namibia is affordable compared to other SADC countries? Tick (√) the right answer.

Yes		No	
-----	--	----	--

If yes, Which Country and why? _____

15. Do you agree that the education offered through the University of Namibia is worth the price you pay?

1	2	3	4	5
Strongly disagree	disagree	Moderately agree	Agree	Strongly agree

Section C:

Perceptions regarding the affordability of Higher education in Namibia

16. How difficult is it to acquire funds to pay for Higher education? (circle the right Answer)

- Not Difficult
- Difficult
- Very difficult

17. Do you agree that Higher education should be fully subsidized by the state? (circle the right Answer)

- Strongly agree
- Agree
- Moderately agree
- Disagree
- Strongly disagree

18. In your opinion, what should be done to make higher education affordable?

Thank You.

APPENDIX J

CORRELATION RESULTS

Case Processing Summary			
Unweighted Cases		N	Percent
Selected Cases	Included in Analysis	268	80.5
	Missing Cases	65	19.5
	Total	333	100.0
Unselected Cases		0	.0
Total		333	100.0
a. If weight is in effect, see classification table for the total number of cases.			

Dependent Variable Encoding	
Original Value	Internal Value
No	0
Yes	1

Categorical Variables Codings													
		Frequency	Parameter coding										
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Region of Origin	Zambezi	16	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
	Erongo	23	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
	Hardap	4	.0000	1.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
	!Karas	4	.0000	.0000	1.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000
	Kavango East	12	.0000	.0000	.0000	1.0000	.0000	.0000	.0000	.0000	.0000	.0000	.0000

			0 0										
	Kavango West	4	. 0 0 0 0	.0 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0
	Oshikoto	27	. 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0
	Khomas	27	. 0 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0
	Ohangwena	27	. 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0
	Omusati	8	. 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0	.00 0 0
	Oshana	51	. 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00 0	.00 0 0	.00 0 0
	Otjozondjupa	65	. 0 0 0	.0 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	.00 0 0	1.0 00
Parents Annual Income	N\$1 - N\$50,000	167	. 0 0 0	.0 0 0	.00 0 0								
	N\$51,000 - N\$200,000	70	1 .0 0 0	.0 0 0	.00 0 0								
	N\$201,000 - N\$500,000	24	. 0 0 0	1. 0 0 0	.00 0 0								
	N\$501,000 and above	8	. 0 0 0	.0 0 0	1.0 00								
Citizen	Namibian	269	. 0 0 0										
	Foreigner	8	1 .0 0 0										

Block 0: Beginning Block

Classification Table^{a,b}

Observed			Predicted		
			Afford		Percentage Correct
			No	Yes	
Step 0	Afford	No	164	0	100.0
		Yes	105	0	.0
		Overall Percentage			60.9

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp(B)
Step 0 Constant	-.442	.247	3.208	1	.073	.643

Variables not in the Equation

			Score	Df	Sig.
Step 0	Variables	A6.Parents.Guardians.AnnualI ncome	4.386	3	.223
		A6.Parents.Guardians.AnnualI ncome(1)	.001	1	.981
		A6.Parents.Guardians.AnnualI ncome(2)	1.392	1	.238
		A6.Parents.Guardians.AnnualI ncome(3)	3.204	1	.073
		A8.RegionofOrigin	15.324	11	.168
		A8.RegionofOrigin(1)	.093	1	.761
		A8.RegionofOrigin(2)	1.578	1	.209
		A8.RegionofOrigin(3)	.652	1	.419
		A8.RegionofOrigin(4)	.044	1	.833
		A8.RegionofOrigin(5)	1.578	1	.209
		A8.RegionofOrigin(6)	5.008	1	.025
		A8.RegionofOrigin(7)	.045	1	.831
		A8.RegionofOrigin(8)	.045	1	.831
		A8.RegionofOrigin(9)	1.324	1	.250
		A8.RegionofOrigin(10)	3.377	1	.066
		A8.RegionofOrigin(11)	.895	1	.344
		Citizen(1)	.102	1	.749
		Overall Statistics	18.684	15	.228

Block 1: Method = Enter

Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	23.709	15	.070
	Block	23.709	15	.070
	Model	23.709	15	.070

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	68.659 ^a	.291	.394

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	2.342	8	.969

Contingency Table for Hosmer and Lemeshow Test

		Afford = No		Afford = Yes		Total
		Observed	Expected	Observed	Expected	
Step 1	1	7	7.000	0	.000	7
	2	7	6.475	0	.525	7
	3	7	7.113	3	2.887	10
	4	5	4.759	2	2.241	7
	5	3	3.778	3	2.222	6
	6	4	4.838	4	3.162	8
	7	3	2.036	1	1.964	4
	8	4	3.984	5	5.016	9
	9	2	2.016	5	4.984	7
	10	0	.000	4	4.000	4

Classification Table^a

Observed			Predicted		
			Afford		Percentage Correct
			No	Yes	
Step 1	Afford	No	133	31	81.0
		Yes	47	58	55.6
		Overall Percentage			71.0

a. The cut value is .500

Variables in the Equation									
		B	S.E.	Wald	df	Sig.	Exp(B)	95.0% EXP(B) Lower	C.I.for Upper
Step 1 ^a	A6.Parents.Guardians.AnnualIncome			1.17 7	3	.758			
	A6.Parents.Guardians.AnnualIncome(1)	.309	.682	.205	1	.651	1.362	.358	5.188
	A6.Parents.Guardians.AnnualIncome(2)	-1.134	1.298	.764	1	.382	.322	.025	4.097
	A6.Parents.Guardians.AnnualIncome(3)	21.391	2.801 E4	.000	1	.999	1.951E9	.000	.
	A8.RegionofOrigin			3.40 2	1 1	.984			
	A8.RegionofOrigin(1)	-1.825	1.449	1.58 7	1	.208	.161	.009	2.758
	A8.RegionofOrigin(2)	20.177	4.019 E4	.000	1	1.00 0	5.791E8	.000	.
	A8.RegionofOrigin(3)	-22.538	4.019 E4	.000	1	1.00 0	.000	.000	.
	A8.RegionofOrigin(4)	-1.719	1.691	1.03 3	1	.309	.179	.007	4.931
	A8.RegionofOrigin(5)	20.177	4.019 E4	.000	1	1.00 0	5.791E8	.000	.
	A8.RegionofOrigin(6)	-22.277	1.518 E4	.000	1	.999	.000	.000	.
	A8.RegionofOrigin(7)	-1.311	1.413	.861	1	.353	.270	.017	4.297
	A8.RegionofOrigin(8)	-1.552	1.500	1.07 0	1	.301	.212	.011	4.010
	A8.RegionofOrigin(9)	-22.391	2.836 E4	.000	1	.999	.000	.000	.
	A8.RegionofOrigin(10)	-.795	1.304	.372	1	.542	.451	.035	5.814
	A8.RegionofOrigin(11)	-1.866	1.292	2.08 5	1	.149	.155	.012	1.948
	Citizen(1)	.715	1.755	.166	1	.684	2.044	.066	63.713
	Constant	1.026	1.166	.774	1	.379	2.790		
a. Variable(s) entered on step 1: A6.Parents.Guardians.AnnualIncome, A8.RegionofOrigin, and Citizen.									

