

**QUALITY OF STUDENTS' WELFARE SERVICES AND LEVEL OF
STUDENTS' SATISFACTION ON SERVICE DELIVERY IN PUBLIC
UNIVERSITIES: A CASE FOR MAASAI MARA UNIVERSITY, KENYA.**

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DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and it has not been submitted before to any other University or institution of higher learning for any award.

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DEDICATION

This study is wholeheartedly dedicated to my parents Mr. and Mrs. Matiko Ole Sadera for being an inspiration in my life and providing moral, spiritual, emotional and financial support during the entire period of my studies.

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TABLE OF CONTENTS

DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	x
ABSTRACT	xi
LIST OF ACRONYMS AND ABBREVIATIONS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study.....	7
1.4 Objectives of the Study.....	7
1.5 Null Hypotheses.....	7
1.6 Significance of the Study.....	8
1.7 Limitations of the Study.....	9
1.8 Delimitation of the Study	9
1.9 Assumptions of the Study.....	9
1.10 Operational definition of terms.....	11
CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Quality of Student Welfare Services.....	12
2.3 Students' Satisfaction in Higher Education.....	14
2.4 Students Welfare Services	15
2.4.1 Quality of Catering Services and Student's Level of Satisfaction	16
2.4.2 Quality of Health Services and Student's level of Satisfaction	18
2.4.3 Guidance and Counseling Services and Student's Level of Satisfaction.....	19
2.4.4 Quality of Sports and Recreation Services and Student's Level of Satisfaction.....	22
2.5 Theoretical Framework	23
2.6 Conceptual Framework for the study	25
2.7 Summary and Gaps in the Literature	26
CHAPTER THREE	28
RESEARCH METHODOLOGY	28
3.1 Introduction.....	28
3.2 Research Design.....	28

3.3 Target Population	28
3.4 Sample Size and Sampling Procedures	29
3.4.1 Sample size.....	29
3.4.2 Sampling Procedure	31
3.5 Research Instruments	31
3.5.1 Student Questionnaire.....	32
3.5.2 Interview Schedules	32
3.6 Piloting of Research Instruments.....	32
3.7 Validity of the Instruments	33
3.8 Reliability of the Research Instruments.....	34
3.9 Data Collection Procedures.....	34
3.10 Data Analysis	35
3. 10.1 Summary of Analysis.....	36
3.11 Logistical and Ethical Consideration.....	36
CHAPTER FOUR.....	38
RESULTS AND DISCUSSION	38
4.1 Introduction.....	38
4.2 Response Rate	39
4.3 Level of Students’ Satisfaction at Maasai Mara University.....	40
4.4 Quality of Catering Services and Level of Students’ Satisfaction at Maasai Mara university.....	43
4.4.1 Quality of Catering Services at Maasai Mara university.....	43
Table 7: Students’ Rating of the Quality of Catering Services at Maasai Mara University	44
4.4.2 Relationship between Quality of Catering Services and Level of Students’ Satisfaction at Maasai Mara University.....	48
4.5 Quality of Health Services and Level of Students’ Satisfaction Maasai Mara University.....	51
4.5.1 Students’ Rating of the Quality of Health Services at Maasai Mara University	51
4.5.2 Relationship between Quality Health Care Services and Students’ Level of Satisfaction at Maasai Mara University.....	56
4.6 Quality of Guidance and Counselling Services and Students’ Level of Satisfaction at Maasai Mara University	59
4.6.1 Students Rating on Quality of Guidance and Counselling in Maasai Mara University.....	59
4.6.2 Relationship Between the Quality of Guidance and Counseling Service and Students Satisfaction in Maasai Mara University.....	63
4.7 Quality of Sports and Recreation Services and Students’ Level of Satisfaction in Maasai Mara University.....	66
4.7.1 Quality of Sports and Recreation Services at Maasai Mara University.....	66

4.7.2 Relationship Between the Quality of Sports and Recreational Services and Level of Students' Satisfaction in Maasai Mara University	70
CHAPTER FIVE	74
SUMMARY, CONCLUSION AND RECOMMENDATIONS	74
5.1 Introduction	74
5.2 Summary of the Study	74
5.3 Conclusions	76
5.4 Recommendations	77
5.5 Areas for Further Study	78
REFERENCES.....	79
APPENDICES	85
Appendix I: Introduction Letter to the Student's Questionnaire	85
Appendix II: Students Questionnaire	86
Appendix III: Interview Schedule for Head of Catering Services	88
Appendix IV: Interview Schedule for Head of Medical Services	89
Appendix V: Interview Schedule for Head of Guidance and Counselling Services	90
Appendix VI: Interview Schedule for Head of Recreation and Sports Services	91
Appendix VII: Permit from Nacosti	92
Appendix VIII: Letter from Post Graduate Office.....	93
Appendix IX: Permit Letter from The University	94
Appendix X: Map of Study Location.....	95

LIST OF TABLES

Table 1: Population and Sample Size Distribution for the Third Year Undergraduate Students	31
Table 2: Cronbach's Alpha Coefficients for the Students' Questionnaire	34
Table 3: Summary of Methods of Data Analysis Applied in the Study.....	36
Table 4: Questionnaire Return Rate.....	39
Table 5: Participation Rate of the Key Informants.....	40
Table 6: Students Rating of their Satisfaction with Service Delivery in the University..	41
Table 7: Students' Rating of the Quality of Catering Services	44
Table 8. Model Summary: Relationship between Quality of Catering Services and Students' level of Satisfaction in the University	49
Table 9: ANOVA: Quality of Catering Services and Level of Students' Satisfaction with Service Delivery in the University	50
Table 10: Simple Linear Regression Coefficients: Quality of Catering Services and Level of Students Satisfaction with Service Delivery	52
Table 11: Students Rating of the Quality of Health Care Services in the University.....	56
Table 12: Model Summary: Relationship Between Quality of Health Care Services and Level of Students' Satisfaction in the University.....	57
Table 13: ANOVA: Quality of Students' Health Services and Students' Satisfaction in the University	58
Table 14: Simple linear Regression Coefficients: Quality of Health Care Services and Level of Students' satisfaction.....	59
Table 15: Students Rating on the Quality of Guidance and Counseling Services	59
Table 16: Model Summary of the Relationship Between Guidance and Counselling Services and Satisfaction in the University	63
Table 17. ANOVA: Quality of Students' Guidance and Counselling Services and Students' Satisfaction.....	64
Table 18. Simple linear Regression Coefficients: Quality of Students' Guidance and Counselling and Students' satisfaction in the University.....	65

Table 19: Students Rating of the Quality of Sports and Recreation Services in the University	67
Table 20: Relationship between the quality of sports and recreational services and students' satisfaction.	71
Table 21. ANOVA: Quality of Sports and Recreation Services and Students' Satisfaction	71
Table 22: Simple linear Regression Coefficients: Quality of Sports and Recreation Services and Students' Satisfaction with Service Delivery in the University	72

LIST OF FIGURES

Figure 1: Relationship Between Quality of Students' Welfare Services and Students' Satisfaction 36

ABSTRACT

Students' welfare services in universities entail essential services that aim at promoting the physical, mental, emotional and social wellbeing of learners at the university. Quality provision contributes to the wellbeing of the students, improve learning outcomes, students' satisfaction and loyalty. The purpose of this study was to examine the quality of student's welfare services and how it affects students' level of satisfaction in public universities in Kenya and especially at Maasai Mara University. The objectives of the study were to: Examine the relationship between quality of catering services and student's satisfaction; establish the relationship between quality of health care services and student's satisfaction; find out the relationship between quality of guidance and counseling services and students' satisfaction and; assess the relationship between quality of sports and recreation services and student's satisfaction. The study used mixed-methods research design. The target population of the study constituted 2640 students in their third year of study and four (4) heads of sections offering students' welfare services in the University. The sample size for the study were 332 third year students and the four (4) heads of sections who were sampled using both purposive and stratified sampling method. A student's questionnaire (SQ) was used to collect data from the students. Interview guides were used to collect data from the heads of sections. A pilot of the instrument involving 33 students (10.0% of the sample size) from one of the Schools in the University was used to determine the reliability of the SQ using Cronbach's Alpha Coefficient of reliability. The school was exempted from the main study. The reliability coefficient of the SQ was .895. Data from the students' questionnaire was analyzed quantitatively by use of descriptive and inferential statistics. Content analysis was used to analyze data from the section heads. The study found that there was a positive relationship between quality of students' welfare services and student satisfaction at the university. Independently, quality of guidance and counseling services had the largest contribution on students' satisfaction [$R^2 = .322$, $F_{(1, 287)} = 137.80$, $p = .000$], followed by quality of health services [$R^2 = .254$, $F_{(1, 287)} = 99.268$, $p = .000$] and quality of sports and recreation services [$R^2 = .215$, $F_{(1, 287)} = 78.759$, $p = .000$]. Quality of catering services had the least contribution to students' satisfaction in the University [$R^2 = .056$, $F_{(1, 287)} = 17.404$, $p = .000$]. The study concludes that quality of students' welfare services was positively and directly related to students' satisfaction. Improvements in the average quality of guidance and counseling services, health services, sport and recreation services and catering services was likely to result to proportionate increase in students' level of satisfaction in the University. The study recommends that the University should put more focus on the quality of guidance and counseling services as they were found to have more impact on students' satisfaction.

LIST OF ACRONYMS AND ABBREVIATIONS

AIDs	Acquired Immunodeficiency Syndrome
CHED	Commission on Higher Education
CRC	Convention on the Rights of the children
HIV	Human Immunodeficiency Virus
QSWESA	Quality students Welfare Services Questionnaire
SCT	Social Cognitive Theory
UNAIDS	United Nations Program on HIV/AIDs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Students' welfare services entail essential services aimed at promoting the physical, mental and social wellbeing of learners in an institution. In universities, the components of students' welfare services include but not limited to sports and recreation, catering, guidance and counseling, and health care services. Quality provision of these vital services helps to maintain and enhance the wellbeing of the students, improve learning outcomes, students' satisfaction and loyalty (Musonda, 2015; Shanahan & Gerber, 2004).

According to Lugosi (2019), catering services enable students to satisfy their basic needs of food and water thus having the required energy to attend classes and learn. The catering spaces also facilitate positive social interaction among the students. Ocansey (2018) underscores that students' access to quality guidance and counselling experiences in universities makes them confident of their new environment and improves their outlook for the future. Effective guidance and counseling services also help students to address personal psychosocial issues that interfere with their wellbeing and academic success.

Yeravdekar and Yeravdekar (2014) assert that the period that students spend in universities is a life stage characterized by transition to independence in decision making away from their families. Consequently, the period affects the development of long term behaviours that also affect their health and wellness. Alkhaldeh (2017) therefore stressed the need for universities to invest in quality health care services as a strategy for meeting students' physical and mental health needs which

if not sufficiently met, may adversely affect academic achievement. Dustin et al. (2017) underscore the vital role of sport and recreation services in managing stress and anxiety among students, nurturing leadership and management skills, increasing emotional control, fostering lifelong health and fitness, and improving grade point averages.

According to Thiuri (2010), student's level of satisfaction refers to subjective outcomes of students' assessment of the quality of service experience in an institution. The outcomes may be in the form of positive word of mouth referrals to prospective students, intention to continue associating with a university for education service in future, perception of value for fees paid to the university, or even a feeling a right choice in joining a university (Kishore, 2012). Current students also influence prospective students through word of mouth on the quality of service experience. As such, students' satisfaction has a profound implication on the competitiveness and sustainability of any university (Mwiya et al., 2017).

Existing literature suggest that students' welfare services have received varied attention from higher education service providers (International Students Survey, 2021; Mokoena & Dhurup, 2017; Sohail & Hasan, 2020). In Australia, a continent which over the years has maintained a reputation as a destination for quality higher education, International Students Survey (2021) found that 71.0% of the students were satisfied with the quality of students' welfare services in the universities. The finding implies that universities in the continent focused on providing superior welfare services considering its role in enhancing students' satisfaction, retention and better learning outcomes. Leslie (2015) reports that in the United States of America,

universities have mainly focused on academic reforms at the expense of students' welfare services.

In India, Dinesh (2015) contends that public universities face the dual problem of lack of buildings as well as poor student support services. Most of the public universities are operated from rented buildings. According to Kaur (2016) about 20.0% of the universities in India lack basic facilities such as libraries and adequate hostel facilities. There was need to study the quality of students welfare services provided by the university and how they affect the level of students satisfaction.

In Africa, Musonda (2015) study in a university in Zambia found that students had low ratings of the quality of welfare services. There was general lack of students' satisfaction and this was likely to affect the achievement of the goals and objectives of the academic programmes the students were pursuing. Mushonga et al. (2020) study in a public university in South Africa found that students' level of satisfaction with welfare services was low. Similarly, Ejeh et al. (2016) study in Nigeria found that although students' welfare services were available in institutions of higher learning, most of these services were not up to the recommended standards. This was attributed to factors such as increased enrolment, coupled with poor funding of higher education services, which have exposed the universities to many challenges (Ejeh et al., 2016).

University education is one of the most rapidly expanding sub-sectors of the education sector in Kenya. This has been driven by public and private demand for higher education and also Government commitment to improving access to education (Dindi, 2013). The Government also acknowledges the role of university education in the development of the entire nation (Odhiambo, 2018). Despite the

critical role of university education in Kenya, concerns persist on the quality of university education. There have been serious concerns about the ability of Kenya's universities to produce the kind of graduates who can drive the country forward (Odhiambo, 2018). Therefore, this study was carried out with the view of examining the effect of welfare services on service delivery in public universities.

Although the quality of university education is determined by various factors, quality of students' welfare services also contributes to the overall quality of the graduate (Kaur, 2016). Students cannot acquire the desired knowledge, skills, values and attitudes when learning is conducted in academic environment characterized by poor study habits, substance abuse, and difficulties in coping with examination anxiety, dissatisfaction with study programmes /institutions, poor career choices and students struggling to meet their basic needs including food, hence, this often manifested through students' protests, students-administration conflict, and in some cases, complete shutdown of institutions (Nyaga, Oundo & Kamoyo, 2014).

Public Universities in Kenya are required by the government to implement Total Quality Management practices such as International Organization for standardization (ISO) systems. This initiative is aimed at improving service delivery and ensuring that customers, including students are satisfied with the experience provided by the university (Owino, Oanda & Olel, 2011). Therefore the study aimed at probing further on the consequences of quality service provision on the level of student's satisfaction in public universities in Kenya.

Maasai Mara University is a public university in Kenya which is also certified by the International Organization for Standardization (ISO). It was chartered in the year 2013. The University is located in Narok Town, Narok County. It is the successor to

Narok University College (NUC), which started in 2007 as a constituent college of Moi University. The College took over the then existing Narok Teachers Training College. The University offers certificate, diploma, undergraduate and postgraduate programs in different fields of study (Maasai Mara University, 2019). As captured by the Kenya Economic Survey (KNBS, 2020), the University population for the 2019/2020 academic year was 8,538 students up from 4,436 students in 2013/2014 (RoK, 2016). This translated to 92.3% growth in students' enrolment over a period of six (6) years. In the University strategic plan for the year 2019 to 2024, the University outlines the various challenges it encountered during the implementation of the 2014-2019 strategic plan. The challenges were listed but not limited to inadequate funding from the exchequer, inadequate infrastructure/resources, change in Government policy which affects funding and reduced income streams due to diminishing number of privately sponsored students (Maasai Mara University, 2019).

Universities Standards and Guidelines in Kenya requires universities to provide students' welfare services that are commensurate with the student population. Universities are required to provide a health unit, student common rooms with indoor recreation facilities, outdoor recreation facilities in form of games or sports facilities, catering facilities and guidance and counseling services commensurate with the students' population (CUE, 2014). Diminishing internal and external sources of funding has a bearing on the quality of students' welfare services provided and the level of students' satisfaction in public universities in Kenya, including Maasai Mara University. Therefore, there was need to determine the quality of students' welfare services provided and how it relates to students' satisfaction in the University with an ultimate aim of identifying improvement priorities.

1.2 Statement of the Problem

Globally, studies have been conducted investigating the relationship between quality of students' welfare services and the level of students' satisfaction with the overall university service experience. However, little research has been conducted in Kenya especially among public universities. Maasai Mara University was established as a constituent college of Moi University in the year 2007. It was chartered to a full University in the year 2013. Since its inception, the University has registered exponential growth in students' enrolment. This growth has put a lot of pressure on the available but limited resources at the university and this could be a contributing factor to the poor quality of welfare services among the students hence leading to low levels of satisfaction. The students have before expressed lack of satisfaction with the quality of service delivery. This can be seen from the high number of students that prefer seeking for most of these services from other alternative sources within and outside the university despite the university offering them.

The university established that there were many challenges that affected implementation of the strategic plan of the 2014-2019. Among them were inadequate funding, inadequate resources, change in Government policy on funding and reduced income streams. Increased students' enrollment in an environment of limited funding has a bearing on the quality of welfare services in the University. This study therefore sought to determine students' perceptions of the quality of the welfare services provided to them and how it relates to their overall level of satisfaction with the service experience in Maasai Mara University.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between students' welfare services and students' level of satisfaction in public universities in Kenya with a case for Maasai Mara University.

1.4 Objectives of the Study

The study, which was conducted in Maasai Mara University, was guided by the following objectives:

- i. Determine the relationship between quality of students' catering services and students' level of satisfaction in Maasai Mara University, Kenya.
- ii. Examine the relationship between quality of students' health care services and students' level of satisfaction in Maasai Mara University, Kenya.
- iii. Establish the relationship between quality of students' guidance and counseling services and students' level of satisfaction in Maasai Mara University, Kenya.
- iv. Find out the relationship between students' sports and recreation services and students' level of satisfaction in Maasai Mara University, Kenya.

1.5 Null Hypotheses

The study was guided by the following null hypotheses:

H₀₁: There is no statistically significant relationship between quality of students' catering services and students' level of satisfaction in Maasai Mara University, Kenya.

H02: There is no statistically significant relationship between quality of students' health care services and students' level of satisfaction in Maasai Mara University, Kenya.

H03: There is no statistically significant relationship between quality of students' guidance and counseling services and students' level of satisfaction in Maasai Mara University, Kenya.

H04: There is no statistically significant relationship between quality of students' sports and recreation services and students' level of satisfaction in Maasai Mara University, Kenya.

1.6 Significance of the Study

The study is expected to be of great significance to the office of the Dean of students' in the University as it is expected to enhance the level of involvement of the students in the determination of the matters concerning quality of students' welfare services. The University management may also benefit from the findings since it describes the current situation of student welfare services and the areas of improvement. The students may also gain useful insights on the factors that influence the provision of quality welfare services in the University. The findings of the study are expected to enrich available data and create awareness on the state of student's welfare services at the Ministry of Education, State Department for Higher education. The Department may gain information to improve on policy on provision of quality Students' welfare services in universities. The study was also expected to provide useful insights to the academia on the relationship between the quality of students' welfare services and level of students' satisfaction with the overall campus experience.

1.7 Limitations of the Study

The following limitations underpinned the study:

The students' self-reports can be misleading and hence there was need to incorporate other respondents in order to ascertain the appropriateness of the data collected. To overcome the limitation, interviews were carried out among the heads of the various sections offering welfare services in order to corroborate findings from the students.

1.8 Delimitation of the Study

The study was delimited by the following

- i. The study was limited to only one public university, Maasai Mara University .
- ii. The study only considered selected aspects of student welfare services and the student's level of satisfaction with the University.
- iii. The study only focused on the third-year students in the year 2021. This was because they were considered to have been in University for a longer period and had interacted with the welfare services that were of interest in the study.

1.9 Assumptions of the Study

The study was underpinned by the following assumptions;

- i. That the respondents desire for quality welfare services was inherent. The respondents therefore provided truthful answers on the items in the questionnaire and Interview guide.
- ii. That delivery of quality students' welfare services was understood and practiced in the university.

- iii. That the student union was independent and was not influenced by the University management and hence it was playing its role in ensuring that the welfare of the students was effectively advocated for in the university.

1.10 Operational definition of terms

Student satisfaction: According to this study student satisfaction refers to subjective outcomes of students' assessment of the quality of educational service experience in an institution.

Students' welfare services: Refers to basic services and programs needed to ensure and promote student well-being at the university. In the context of this research, it means efficient and effective catering services, guidance and counseling services, sports and recreation services and health care services.

Guidance and counseling services: These are services aimed at assisting the students to cope with their day-to-day activities and challenges.

Catering services: According to this study, catering services entail those services for facilitating access to meals to students in the university.

Health services: These entails those services aimed at enhancing the health care of the students at the university.

Sports and recreation services for this study it entails those activities which are required by the students for sports and leisure purposes.

Quality according to this study refers to the extent to which services provided meet or even surpass students' expectations in terms of use or functionality.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers review of related literature, theoretical and conceptual frameworks related to the relationship student's perception of quality of welfare and support services and students' level of satisfaction in public universities in Kenya. The theoretical framework underpinning the study is specified and the conceptual framework which illustrates the variable interrelationships which this study sought to investigate as reflected in the literature review.

2.2 Quality of Student Welfare Services

Provision of welfare services in higher learning institutions underscores the importance that institutions place on the quality of student academic lives and academic outcomes for the learners (Chong et al., 2017). The satisfactory provision of welfare services by any institution of higher learning can be argued to be crucial and fundamental in addressing and enhancing the students overall experience, satisfaction and subsequent academic achievement. Helmcamp (2015) indicates that failure to provide adequate and satisfactory welfare services may have adverse effects on the overall students' university experiences and academic performance. This sections sought to review work done by other authors in different locations with regard to assessing the various students' welfare services.

According to Helmcamp (2015) students' welfare services encompass services that promote the physical, mental and social well-being of pupils and students. The services advance the balanced growth and development of the young, foster a culture of caring and positive interaction in the school community, and ensure equal learning

opportunities for all. According to Brisset et al. (2010), welfare services expected for the students include accommodation, catering, careers, orientation programs, guidance and counseling, health services, information services, international student services, safety and security, scholarship and financial assistance, services for students with special needs, sports and recreational services among others.

A study by Ajayi et al. (2015) opined that welfare services have and will always be a prime concern to individual, family, community and the nation at large. One of the key features students and their parents are concerned about when enrolling in a university is the availability of student welfare services. The significance of basic amenities as a major determinant of man's welfare, life sustenance and survival cannot be over emphasized. This study sought to further understand how the quality of welfare services offered at the university affects the level of satisfaction of students in universities.

In public universities in Kenya, Wambui (2015) points out that there is a general collapse and inefficiency in the provision of quality students' welfare services. The universities no longer offer services such as accommodation and effective health care which are key to the survival of the students and their level of satisfaction while at the university (Salinda & Lalitha, 2017). There are inadequate recreational and counselling services in most institutions. This can be seen from the many emotional challenges facing the students. There was therefore need to probe and understand how provision of quality of students' welfare services affect their level of satisfaction.

2.3 Students' Satisfaction in Higher Education

According to Sultan and Wong (2013), students perceive quality education from an emotional outcome of their view on various services that an institution provides. Ghori (2016) study on deconstructing concepts of student satisfaction, engagement and participation in United Kingdom Higher Education indicated that there is no standard definition of student satisfaction. Different authors have defined student satisfaction in the context of their studies and experience. Deuren and Lhaden (2017) study on student satisfaction in higher education defined satisfaction as a consequence of the fulfillment of needs and expectations of a specific service and the perception of the quality of that service. They indicated that an individual would derive satisfaction from the perception of service quality. In the study they indicated that student satisfaction is related to perceived quality although the two are not equivalent.

Salinda and Lalitha (2017) on the other hand defined Students' satisfaction as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. Earlier it was measured by common satisfaction frameworks but later higher education specific satisfaction models were developed. They established that there was a relationship between student satisfaction and students' perception of the quality of education. Maasai Mara University is selected for this study because it is among the fastest growing public universities in Kenya. Despite the high rate of students' enrolment in the university, the facilities available have not been expanded in line with the enrolment. Students at the universities just like in many other Universities in Kenya, are faced with many challenges especially on issues of affordable catering

services and better health care which could be cheaper if offered by the university. It is noted that public universities are only able to offer not more than 15% of these welfare services to their students. Maasai Mara University is not an exception as the university is only in a position to offer residential services to first year students. The available facilities are therefore overstretched and this prompted the researcher to focus on the institution and assess how the current state of affairs effect the provision of students' welfare services and how this impacts on the students' level of satisfaction with the University.

2.4 Students Welfare Services

This section discusses the empirical review of literature regarding the various students' welfare services. According to Helcamp (2015), students' welfare services encompass services that promote the physical, mental and social wellbeing of pupils and students. The services advance the balanced growth and development of the young, foster a culture of caring and positive interaction in the school community, and ensure equal learning opportunities for all. According to Briiset et al. (2010), students' welfare services that a university is expected to provide to the students for the students include accommodation, catering, orientation programs, guidance and counselling services, health care services, international students' services, safety and security, scholarship and financial assistance, services for students with special needs, sports and recreational services among others.

Ajayi et al. (2015) opined that students' welfare services have and will always be a prime concern to individual, family, community and the nation at large. One of the key features students and their parents are concerned about when enrolling in a university is the availability of student welfare services. The significance of students'

welfare services as a major determinant of their welfare, life sustenance and survival cannot be over emphasized. This study sought to further understand how the quality of welfare services offered at the university affects the level of satisfaction of students in the University.

2.4.1 Quality of Catering Services and Student's Level of Satisfaction

According to Mora (2020), universities in Africa have experienced their fair share of student demonstrations and protests with regards to inadequate provision of welfare services. Among the issues of concern is the availability, allocation and maintenance of students' accommodation services. On the other hand, Creswell (2015) notes that insufficient accommodation in higher learning institutions has been pointed as a challenge that is distracting students and contributing to failure among students. He further noted that Across South Africa, majority of institutions fail to meet the catering needs of students because of increased number of students enrolled each year by these institutions that do not correlate their enrolment numbers to the available residence's constraints. Creswell (2007) further noted that the Universities in South Africa, in a bid to address the issue of limited catering services in their campuses, employed the services of the student accommodation group, to build additional residences on top of the available ones.

A study by Abramson (2010) opines that satisfaction in student catering implies the opinions of happiness in the places where the students take their meals. Catering is often viewed as an entity involving a large number of units displaying aspects that attract someone to like the services such as physical quality, location, standard of services offered by the government and private owners as well as neighbourhood characteristics. The physical entity of catering services ties down a person or family

to personal services and relationships. Satisfaction towards the catering service means no complaints are made since the facilities and the food fulfill the needs and aspirations of the customers.

Najib et al. (2011) investigated the level of student satisfaction with campus student catering facilities at Malaysian research universities and the relationship between satisfaction and loyalty behaviour. The student level of satisfaction with catering services was investigated from the students' viewpoint. Questionnaires were distributed to respondents in three universities. The study established that students were satisfied with the provided catering services at an index of 2.96 or 74 per cent satisfaction level and there was a significant relationship between overall satisfaction and loyalty behaviour. There is limited literature in Kenya on whether the situation is the same.

Lee et al. (2016) study on perceptions of international students towards a cafeteria in a university in Malaysia found that the majority of the international students were not satisfied with the catering services. Among the factors that highly influenced the students' perceptions include food quality and choices, ambience of facilities and the service received from the cafeteria attendants. Price was not a significant factor for the students. Shanahan & Gerber (2004) contends that cleanliness, dining room, environment, comfort level, operating hours and days, atmosphere, and capacity had significant effects on satisfactions and revisit intentions in a catering facility.

In public universities in Kenya, catering services are provided only to cater for few students as many of the students opt to seek these services elsewhere. There have been complaints of inefficiency and poor quality of the services provided in the universities. Lack of finances also makes it difficult for the students to sustain the

pay as you eat concept at the university. The fact that most students also stay on their own accommodation makes it difficult to experience the quality of this services and this has only increased waste of time and social vices as the students seek to survive. There is therefor need to conduct this in-depth study to bring out a clear understanding and association between quality of catering services and the level of student's satisfaction.

2.4.2 Quality of Health Services and Student's level of Satisfaction

Higher Education South Africa (2009) pointed out that health facilities are part of the crucial student's services that cushions the experiences and enhance the lives of students especially in light of student not having money to pay for hospital bills. Higher Education South Africa (2009) further points that clinic in institutions of higher learning are important as they help in giving advice to students in various matter like awareness on health issues as well as distribution of condoms to students. McCaig, (2014) found that a significant relationship exists between medical services and school-life satisfaction of students. A study carried out by Fattah (2016) confirmed that a significant relationship exists between medical services and school-life satisfaction of students. A study by Akporoiro and Okon (2015) found that no significant relationship exists between medical services and students' satisfaction. This study sought to establish whether this could be the situation in universities in Kenya, by assessing the quality of health services on the level of student's satisfaction.

In Kenya most institutions of higher learning have opted to use the National Health Insuarance Fund (NHIF) and other medical schemes to cover their students as the cost of medical services has become too expensive. There is a challenge among both

the students and the learners on the effectiveness of these services which they have to seek from elsewhere and pay for them through their NHIF scheme (Nisbet et al., 2008). An understanding of how Maasai Mara University is trying to cope with provision of health service and how it is affecting the learners is a matter of great concern that called for a research to bring out the facts and help come up with appropriate measures for continuous improvement of the services.

2.4.3 Guidance and Counseling Services and Student's Level of Satisfaction

Adebowale (2011) sought to investigate the perception of students in institutions of higher learning on the effectiveness of guidance services available to them. The study used descriptive study where twelve (12) universities both private and public from Nigeria were selected. A sample of 50 undergraduate and post graduate students comprising of male and female were randomly selected from each of the universities. A questionnaire was used to collect data. The study found that most of the universities had operational guidance and counseling services in their respective universities but students were not satisfied with the services provided. This study was conducted in Nigerian universities and it was important to assess whether university student in Kenya hold the same view as their counterparts in Nigeria, hence the need for this study.

Buraga and Caballero (2018) carried out a study to assess the challenges facing the students that seek for counseling services. The study concluded that the increase in diverse students' problems and the current economic situation necessitate effective counseling services compared to the past. Thus, guidance and counseling assistance for students has increased in frequency and complexity. Effective guidance and counseling imply that the role and function of counselors should be shaped in large

part by existing students' problems. There was therefore need to explore more information in regard to how to make counseling services in institutions of higher learning more effective to assist the students who are now being faced with even more challenges than before.

Suryadi et al. (2020) sought to assess the effect of counseling service on students' academic performance. The study established that students who receive guidance and counseling services showed a significant increase in academic persistence and achievement, school attendance, classroom behaviour, better self-concepts and improved attitudes towards school work and peers. The study established that guidance and counseling services enhance students' performance, reduce students' dropout rate and prepare students for the world of work and life.

On the other hand, a study by Awinsong et al. (2015) sought to assess factors affecting the counseling services in institutions of higher learning. The study established that counselors should be competent and well-trained and have a sense of efficacy in order to make the process effective. The study also established that there was need to assess the counselor's competence in doing what they are expected to do. By having the right counselors, the process of counseling will be more effective and hence will ensue that the needs of the students are better addressed. The current study therefore sought to assess whether students in universities in Kenya hold the same view as discussed.

In a different study, Wambui (2015) asserted that there is a need for systematic short in- service courses which should be conducted on a continuous basis in order to boost the effectiveness of the counselors. Besides training and skills acquisition the study also established that there was need for pre-service and in-service programmes,

workshops and seminars to assist in preparing all those involved in the process of guidance and counseling by acquainting them with the new curriculum. The current study sought to establish how the counselling session can be made more effective among the university students.

Agi (2015) noted that effective guidance and counseling is determined by the attitude of both the counselor and counselee. They are both required to develop positive attitudes towards the subject. In a similar study, Bernes (2015) stated that beyond attitude; effective counselors should show the following generic personal characteristics: warmth, genuineness, empathy, humanness, ability to build relationships, interpersonal skills, communication skills, articulation, work ethic, motivation, always seeking to expand their comfort zone by striving for higher goals and standards and attentive to self-care and appearance. Bernes (2015) further presented five critical components of effective guidance and counseling, namely: i) history of the client; ii) personal characteristics; iii) cognitive ability; iv) rigorous, quality academic programme and v) major field exposure. The relationship between these findings and students' level of satisfaction was not discussed in this study hence the need for the current study.

The current wave of suicidal attempts and loss of social morals among the students in the institutions of higher learning in Kenya is a point of concern to the society. Life at the university for most students is a struggle and there are no effective counselling services where the students can be guided effectively. Though there have been some studies conducted in assessing the effectiveness of quality services at the university but focus has been on quality of education services not the other related services. A study by Kara et al. (2016) highlighted some of the challenges that need to be

addressed to improve quality services at the universities. Therefore, there was need to conduct this study in Maasai Mara University.

2.4.4 Quality of Sports and Recreation Services and Student's Level of Satisfaction

In recent years, there has been a great deal of research on the impact of participation in recreational sports on the overall student experience. Tsigilis et al. (2009) observed that students' participation in campus recreation programs enhances the quality of student life. They also contend that students' participation in out of class activities such as recreation programs result in personal and social diversity enhancement, competence and mastery of leadership skills, and increased retention rates and student learning. However, the level of satisfaction that is brought about by the quality of the service offered at the university to meet these recreational needs to be investigated.

Agboola et al. (2016) also suggested that quality spaces for sport and recreation activities in a neighborhood will significantly improve the quality of life in multicultural community. Khan et al. (2017) proposed the needs to promote sport as means to increase customer satisfaction. Thus, it is natural for the university to provide good campus environment to support these leisure and extracurricular activities. Ashcraft et al. (2013) study contends that satisfaction of the users of recreational facilities is very important for the management to improve their services. Based on this review it is evident that though there seems a good work has been documented in regard to the aspect of recreational facilities and students level of satisfaction in public universities is least seen the literature, this called for further research in order to fill the existing gap in regard to the quality of recreational

facilities and how it affects the students level of satisfaction of among the university students.

Fullerton (2011) stated that while universities are allocating large financial resources for the development athletic and recreational sport facilities, university students are not taking a full advantage of the services provided. This scenario could either suggest that the university community is not physically active or they may just choose to use facilities provided by privately-owned sports and recreation centers. Some universities are lacking in facilities especially for those that are faced with limited financial resources. Despite the existence of recreational facilities in universities, some of the students did not fully utilize the facilities.

Manzoor (2013) study in public and private universities in Pakistan found that sports facilities had significant relationship with students' satisfaction in universities. In Kenya the current experience is that most students no longer actively participate in recreational activities which are supposed to help them develop physically and vent out their stressful daily activities. Students seem to be more concerned about their other welfare activities other than participating in recreational activities. This might be a contributing factor to the many social vices being observed among the students. This study therefore sought to determine students' ratings of sports and recreation services being offered to students in the University and how it affects their satisfaction with service delivery.

2.5 Theoretical Framework

This study was guided by the value precept theory of customer satisfaction proposed by Locke (1969) and further revised by Westbrook and Reilly (1983). According to the theory customer satisfaction or dissatisfaction is an expressive reaction caused by a cognitive-evaluative process in which the beliefs about an

object, action, or condition are compared to one's needs. The theory noted that the disparity between percepts of the object, action, or condition, is determined by one's values and perceptions. Satisfaction is therefore a favorable evaluation that generates positive affect associated with goal attainment. Appleton-Knapp and Krentler (2006) and Oscar (2005) have coined the term student satisfaction as a parallel concept to the idea of customer satisfaction in modern literature. It is now considered that the satisfaction of the student is similar to customer satisfaction with services. In order to rate the aspects of student's level of satisfaction, the value percept theory was applied. Through the analysis, aspects of quality of welfare service were determined in order to guide managerial action and policy decision making.

The practical application of value percept theory is clear in a number of cases. Value-percept theory looks at how different people perceive similar and different items and factors. It helps explain why people place different values on similar items, but differing standard (Ali et al., 2005). In other situations, value percept theory considers the relationship between variables. These factors include the perceived quality of a product, a worker's standards, and how these values affect behavior. Applied in various contexts, the Value-Percept Theory is useful to help students differentiate between similar situations and learn to distinguish between good and bad values. Positive values are expected to improve the level of students' satisfaction hence making them feel happier while negative values produce negative feelings. In this context the level of students' satisfaction in regard to their perception of the quality of welfare services at the university is expected to improve with improved quality or to be rated worse with perceived poor quality. The theory is especially useful in the university setting, as it can help a university determine which services are valuable to students. This study therefore used the theory to determine the

effectiveness of the four welfare services on the level of students' satisfaction at the University

2.6 Conceptual Framework for the study

The variables of the study have a relationship which is defined using a conceptual framework. A conceptual framework is therefore a figure that shows how the independent and dependent variables relate with each other. The independent variable of the study is the quality of student welfare services and it is conceptualized using four constructs that is quality of catering services, quality medical services, quality guidance and counselling, and quality recreation and sports. The dependent variable is student satisfaction which according to this study was measured in terms of improved learning experiences, effective interaction with staff, effective interaction with other students and active participation in university activities. From the conceptual framework presented in Figure 1 below, it is noted that there is a direct relationship between the quality of student welfare services and satisfaction among the students regarding the provision of these services this study sought to find out the effect of catering services and students' level of satisfaction, health care services and student's satisfaction, counseling and guidance services, sports and recreational service and students level of satisfaction.

The moderating variables were treated as assumption of the study in the sense that it was assumed that the student union was independent and was not influenced by the university management and hence it was playing its role in ensuring that the welfare of the students were effectively advocated for in the university. The study also made the assumption that students personal factors did not have an influence on the relationship between the dependent and independent variables. These moderating

variables therefore were considered not to have a significant effect on the relationship between the variables.

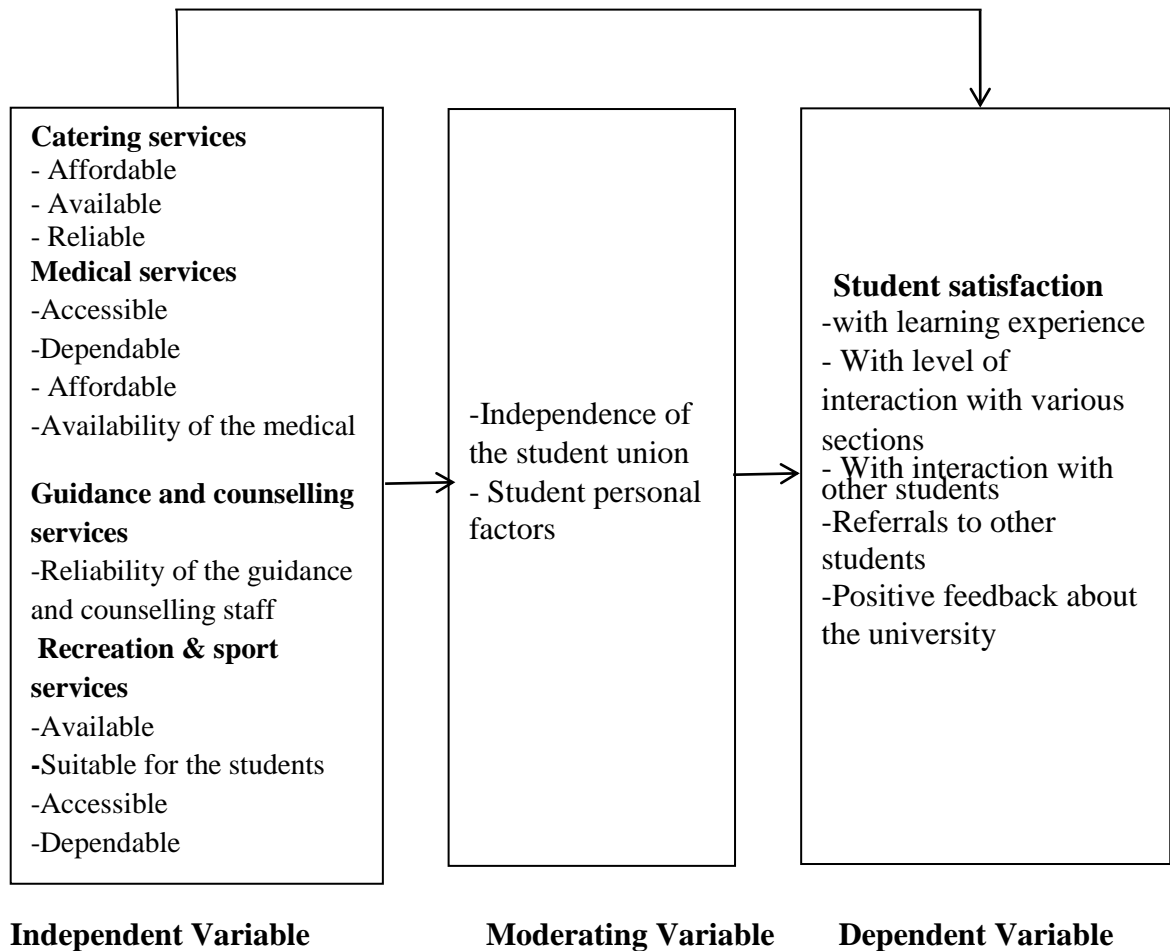


Figure 1: Relationship Between Quality of Students’ Welfare Services and Students’ Satisfaction

Source: Researcher, 2022

2.7 Summary and Gaps in the Literature

This chapter has reviewed relevant literature on various studies from developed and developing countries such as USA, China, Gabon, South Africa, Ghana and Kenya has been reviewed to help in building the case for the study. The review has mainly focused on the perception of the students regarding the level of satisfaction on welfare service provision in public universities. The results obtained from most of the studies can only be applied specifically to their study area and might not be generalized to

other areas. The studies had methodological gaps as most of the researchers used descriptive analysis that deny a researcher to generalize the results as compared to inferential results. The current study sought to fill these gaps by employing inferential analysis that assist in making inference and hence allows one to give generalized results from the sample. The study also sought to fill the knowledge gap by presenting findings that lead to understanding of how and why the situation is as it is based on the results obtained.

The study also sought to fill the theoretical gap by applying the value percept theory of customer satisfaction which is widely applied in marketing research to assess customer satisfaction. The application of this theory in underpinning the study as it offers a new perspective on the application of the theory in understanding the level of students' satisfaction on welfare services and also explain the relationship between the variables as shown in the conceptual framework.

The previous studies have also presented a practical knowledge gap as there are many areas that define students' welfare services in institutions of higher learning. Similarly, the sample that was selected is assumed to be representative which might not be the case. Different studies have used different welfare services to explain the level of satisfaction among the students and hence the results obtained have had conflicting effect on behaviour of the students. The aspect of student's perception about the welfare services and the level of satisfaction has not been a subject of focus among the studies that were reviewed hence offering new knowledge of further discussion in other further studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research design, target population, sample size and sample procedures, data collection instruments, validity and reliability of the instruments, and pilot study.

3.2 Research Design

The study used convergent parallel mixed-methods research design. This is a design where both qualitative and quantitative methods are applied to obtain triangulated results for a study. At first, two types of data sets are collected concurrently, and secondly, they are analyzed independently using quantitative and qualitative analytical approaches (Creswell & Plano Clark, 2018). This study therefore used the mixed methods design because it enabled the researcher to combine quantitative and qualitative methods of analysis of data to make inferences about quality of students' welfare services and students' satisfaction in Maasai Mara University at one point in time.

3.3 Target Population

The target population of the study constituted all 2640 third year undergraduate students from four different schools in the University. Further, four heads of sections which included the catering section, medical services, guidance and counseling and finally, sports and recreational services at the University were used as key informants in the study.

Maasai Mara University was selected for this study because it is among the fastest growing public universities in Kenya. Despite the high rate of students' enrolment in

the university, the facilities available have not been expanded in line with the enrolment. Students at the university, just like in many other institutions of higher education in Kenya, are faced with many challenges especially on issues of affordable catering services and better health care which could be cheaper if offered by the university. It is noted that public universities are only able to offer not more than 15% of these welfare services to their students. Maasai Mara University is not an exception as the university is only in a position to offer residential services to first year students. The available facilities are therefore overstretched and this prompted the researcher to focus on the institution and assess how the current state of affairs affect the provision of students' welfare services and how this impacts on the students' level of satisfaction as far as these services are concerned.

3.4 Sample Size and Sampling Procedures

This section gives a brief discussion on the sample size and the sampling procedures used in the study.

3.4.1 Sample size

A sample is selected to represent items of a population when the said population is very large. Various scholars have recommended different ways of selecting an appropriate sample size without being bias. Kothari (2004) suggested a sampling formula that can assist the researcher to come up with an appropriate sample size as given:

$$nf = \frac{n}{1+(n/N)}$$

Where:

$n = 384$ - is a constant sample used as a minimum sample for any population that is below 10,000

nf = Desired sample size when the population is less than 10,000;

N = Estimate of the population size given as 2644.

Therefore, the sample size for this study

$$\begin{aligned}nf &= \frac{384}{1 + \left(\frac{384}{2644}\right)} \\ &= \frac{384}{1 + 0.145} \\ &= 336 \text{ respondents}\end{aligned}$$

As per the formulae, the sample size was 332 students and four (4) departmental heads. To determine the sample size of third years to participate in the study from each of the four schools, sampling ratio was applied. The sampling ration was calculated by dividing the sample size with the population of study. The sampling ratio for the study is $332/2640 = 0.13$. Table 1 summarizes the target population and the sample size in each school.

Table 1: Population and Sample Size Distribution for the Third Year Undergraduate Students

	Target Population (<i>N</i>)		Sample Size <i>n</i> = (13.0% of <i>N</i>)	
	Male	Female	Male	Female
School of business and economics	486	324	62	40
School of Education	420	280	53	35
School of Arts, Humanities, Social Sciences and Creative Industries	480	320	60	40
School of Natural Resources, Tourism and Hospitality	186	144	24	18
Totals	1572	1068	199	133

3.4.2 Sampling Procedure

To ensure that all the groups in third year are represented in the study, they were stratified as per the schools in the University. Out of the four Schools, proportionate sampling was used and sampling ratio was applied to determine the sample size in each school. For example, in the School of Business and Economics the study used 62 males and 40 female students out of the total of 486 and 324 respectively. From each strata simple random sampling was used where every K^{th} student on the male and the female lists were selected for the study. For the heads of departments, the researchers used purposive sampling as each section only has one head.

3.5 Research Instruments

The researcher used two research tools. These are Student Questionnaire (SQ) and interview schedules for the various heads of departments. The instruments are described in the following sections.

3.5.1 Student Questionnaire

The researcher applied primary data collection methods where a questionnaire, henceforth referred to as Students' Questionnaire (SQ), was used to collect data from the students. The questionnaire was used because of the large number of students hence it assisted to save on time required to reach as many students as possible. According to Gall et al. (2017), a questionnaire is appropriate for studies that require to collect data that is not directly observable. The questionnaire had 5 sections. Section one collected data on demographics while section 2 -5 had items on a 5-point Likert type scale. The items covered quality of student's welfare services and students' satisfaction at Maasai Mara University.

3.5.2 Interview Schedules

Interview schedules (IS) were used to collect data from the heads of departments at the catering section, health care section, counseling and guidance and sports and recreation section. The interview sought information on the quality of welfare services being offered to students at the university. The interview guides were designed to capture data based on the objectives of the study in order to help collaborate the responses from students' questionnaires.

3.6 Piloting of Research Instruments

Before the data collection, the questionnaire was piloted on third year undergraduate students in one of the five schools in the University. The school was not involved in the main the study. The pilot study involved 40 students as per Connelly (2008) advice that a pilot study sample should be 10.0% of the sample size for the main study. The aim of the pilot study was to enhance the validity and reliability of the questionnaire and the interview guide. It also allowed the researcher to create familiarity with the study area and estimate the actual time required in conducting an interview. Piloting was also important because it helped in revealing deficiencies in

the study instruments (Mugenda & Mugenda, 2008). The researcher then addressed the deficiencies which were revealed by the piloting exercises by either altering the statements accordingly, adding new statements or removing any statement of ambiguity.

3.7 Validity of the Instruments

According to Drost (2011), validity is the extent to which an instrument actually measures what it purports to measure. To ensure that student questionnaire was valid, the study used content validity which helped the researcher to assess whether the question items have the required content for addressing the needs of the study. Content validity refers to the degree to which the sample of the test represents the content that the test is designed to measure (Orodho, 2005). Content validity was tested using the validity index formula as suggested by Amin (2005). The supervisors were also asked evaluate whether the questionnaire items were appropriate and indicate the items they had agreed to be retained. The data from the two supervisors were compared to establish the coefficient of validity index, which was computed by using the validity index formula suggested by Amani (2005) as shown below. The average number of items which the supervisors agreed on was divided with the total number of items on the questionnaire and the validity index established as follows:

$$\begin{aligned} \text{Coefficient of validity index} &= \frac{\text{Average of the total items of agreement}}{\text{Total number of items on the questionnaire}} \\ &= 19 / 28 \\ &= 0.68 \end{aligned}$$

According to Amani (2005), the recommended threshold for a study instrument to be considered valid is 0.6. The questionnaire was therefore considered valid and was used for the study since the coefficient of validity index obtained was above 0.6.

3.8 Reliability of the Research Instruments

Reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2005). Reliability was assessed using Cronbach's alpha coefficient of reliability with the help of Statistical Package for Social Sciences (SPSS) version 26. A reliability coefficient of 0.7 and above was considered appropriate for this study, because according to Kothari (2004) a data collection instrument is considered reliable if it achieves a reliability coefficient of 0.7 and above. The results from the study on the reliability of the students' questionnaire were as presented on Table 2.

Table 2: Cronbach's Alpha Coefficients for the Students' Questionnaire

	Cronbach's Alpha	N of Items
Overall reliability	.895	26
Quality of catering services	.706	5
Quality Health services	.818	5
Quality of Guidance and counseling services	.786	4
Quality of Recreation and sports services	.875	7
Level of students satisfaction	.812	5

The reliability coefficient output presented on Table 2 show that all the scales met the expected reliability coefficient of 0.7 and above. The overall reliability for the questionnaire was 0.895 and hence the questionnaire was considered to be reliable and hence suitable for use in collecting data in the main study.

3.9 Data Collection Procedures

The researcher collected an introduction letter from the School of Education, and also from the Director Post Graduate Studies Maasai Mara University to facilitate the

processing of the data collection permit from the National Commission for Science, Technology and Innovation (NACOSTI) The research permit allowed the researcher to proceed in collecting the data at the university. Permission to collect the data from students was also sought through the Vice Chancellors(VC) Office. The letter provided by the director of post graduate was presented to the VC together with the research permit from NACOSTI. The request was granted through the letter presented on appendix IX. The researcher then visited the Dean of Student's office to request for support in accessing the respondents for the study. Appointments were made with respondents in advance, the learners were given questionnaires to fill and return within the day.

3.10 Data Analysis

The raw data collected were coded and analyzed. Since the questionnaire was a Likert scale type, quantitative analysis was most appropriate for the study (Lewins, 2010). The data were analyzed using both descriptive and inferential statistics. Descriptive statistics used in this study were frequencies, percentages, mean, and standard deviation. For inferential statistics, simple linear regression analysis was applied to test the hypotheses. The results were presented using tables. The descriptive statistics were important in summarizing the data for easier interpretation while the inferential analysis of regression analysis to help establish the effect of variables on students' satisfaction at the University. The hypotheses were tested at a p value of 0.05. Responses to the interview were analyzed qualitatively where the common themes were noted in each section and used to describe the responses. The qualitative analysis was presented in verbatim and were used to corroborate the findings from the quantitative analysis.

3. 10.1 Summary of Analysis

Table 3 below shows the null hypotheses and how they were analyzed.

Table 3: Summary of Methods of Data Analysis Applied in the Study

Null hypothesis	Independent Variable	Data Analysis methods
There is no statistically significant relationship between the quality of catering services and students' level of satisfaction in service delivery at Maasai Mara University	Quality of students catering and students' satisfaction	-Descriptive analysis; frequencies, percentages, Mean& standard deviation. , -correlation analysis -Regression analysis
There is no statistically significant relationship between the quality of health care services and students' level of satisfaction in service delivery at Maasai Mara University.	Quality of students health care services and students' satisfaction	-Descriptive analysis; frequencies, percentages, Mean& standard deviation. -correlation analysis -Regression analysis
There is no statistically significant relationship between the quality of guidance and counseling services and students' level of satisfaction in service delivery at Maasai Mara University.	Quality of students Counseling & Guidance Services and students' satisfaction ,	-Descriptive analysis; frequencies, percentages, Mean& standard deviation. -correlation analysis -Regression analysis
There is no statistically significant relationship between quality of recreation and sport services and students' level of satisfaction in service delivery at Maasai Mara University	Quality of students' Recreational & sports services and students' satisfaction	-Descriptive analysis; frequencies, percentages, Mean& standard deviation. -correlation analysis -Regression analysis

3.11 Logistical and Ethical Consideration

Ethical issues are moral principles and values that guide researchers when conducting studies especially with human subjects. In the research process, ethics focus on the application of ethical standards in the planning of the study, data collection and analyses, dissemination and use of the results (Mugenda & Mugenda, 2012). The researcher obtained a letter from the school of education to carry out the study. The respondents were protected by the researcher through keeping the information given confidential. The researcher protected the identity of the respondents by disclosing

the information given but not the identity of individuals giving the information. All work from other sources were fully acknowledged and presented in the references to avoid plagiarism. The sampled schools were visited and questionnaires administered to the respondents with their consent. The researcher conformed to the principle of voluntary consent where the respondents were required to willingly participate in the research study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the relationship between quality of students' welfare services and students' satisfaction in Maasai Mara University. In this chapter, the research results are presented and discussed guided by the following null hypotheses which were tested at $p < .05$.

H₀₁: There is no statistical significant relationship between quality of students' catering services and students' level of satisfaction in Maasai Mara University University.

H₀₂: There is no statistical significant relationship between quality of students' health care services and students' level of satisfaction in Maasai Mara University University.

H₀₃: There is no statistical significant relationship between quality of students' guidance and counseling services and students' level of satisfaction in Maasai Mara University University.

H₀₄: There is no statistical significant relationship between quality of students' sports and recreation services and students' level of satisfaction in Maasai Mara University University.

The study used both descriptive statistical analysis and linear regression analysis. To analyze qualitative data content analysis was used. Some of the key informants' voices were quoted to reinforce the findings. Conclusions were then drawn based on research objectives. Before presenting and discussing the results, the study assessed the adequacy of response rates as presented in the following sections.

4.2 Response Rate

The main respondents of the study were 332 students from the four schools in the University and four (4) head of sections who participated in the study as key informants. Data from the students were collected using a questionnaire. Data from the heads of sections were gathered using interview guides. The response rate of the students' questionnaire is summarized in Table 4.

Table 4: Questionnaire Return Rate

Gender	Sample Size	Questionnaires returned	Response rate in percent
Male	199	161	80.9
Female	133	128	96.2
Total	332	289	87.0

The study found that out of the 332 questionnaires administered to the students, 289 questionnaires were returned. Following data editing process, 289 (87.0%) of the questionnaires were found usable. A questionnaire return rate of 87.0 % was considered adequate for the study. This was in line with Kothari (2014) assertion that for field data, a response rate of 70.0 % and above is adequate for use in the analysis and inference of the results to the population. On the part of the interviews, a total of four interviews were carried out from the four (4) sections. The response rate is presented on Table 5.

Table 5: Participation Rate of the Key Informants

Participants (Heads of section)	Sample size	Number interviewed	Percentage
Accommodation	1	1	25.0%
Health	1	1	25.0%
Guidance and counseling	1	1	25.0%
Recreation and Sports	1	1	25.0%
Total	4	4	100.0%

The general response rate for the head of sections was 100.0% and was considered sufficient for the study. Having determined the response rates from the study, the study sought to determine the level of students' satisfaction in the University which was the dependent variable in the study.

4.3 Level of Students' Satisfaction at Maasai Mara University

Data on level of students' satisfaction at Maasai Mara university were collected on a five point Likert scale where: 1= strongly disagree (SD), 2 = disagree (D), 3= not sure (NS), 4 = agree (A) and 5 = strongly agree (SA). The frequency and percent of student's ratings of each of the items measuring their satisfaction with service delivery in the university was computed. The cumulative frequency and percent of the students who disagreed (both SD and D) and agreed (both A and SA) was determined in order to establish the overall pattern of ratings on the items. The composite mean of all the items in the scale was computed to determine the level of student's level of satisfaction with service delivery in the University. The findings were as summarized on Table 6.

Table 6: Students Rating of their Satisfaction at Maasai Mara university

Statement	Rating					Cumulative		
	SD	D	NS	A	SA	D	A	Total
I am satisfied with my learning experience in the University	38 13.1%	46 15.9%	45 15.6%	92 31.8%	68 23.5%	84 29.0%	160 55.3%	289 100.0%
I am satisfied with the services in the various sections of the University	55 19%	85 29.4%	34 11.8%	80 27.7%	44 15.2%	140 48.4%	124 42.9%	289 100.0%
I refer other students to join the University	19 6.6%	41 14.2%	71 24.6%	95 32.9%	100 34.6%	60 20.8%	195 67.5%	289 100.0%
I am satisfied with the level of interaction with other students	57 19.7%	30 10.4%	71 24.6%	84 29.1%	47 16.3%	87 30.1%	131 45.4%	289 100.0%
Other students give positive feedback about the University	47 16.3%	35 12.1%	63 21.8%	80 27.7%	64 22.1%	82 28.4%	144 49.8%	289 100.0%
Mean (M) = 3.252					Std. Deviation (SD) = 1.01			

Source: Researcher, 2022

The study results show that the majority 160 (55.3%) of the students were satisfied with their learning experiences in the university as summarized on Table 4. The study found that slightly less than half 124 (42.9%) of the students were satisfied with the various sections that serve them in the university. This implies that more than 50% of the students felt that the services they got from the sections at the university were not satisfactory. However, most of the students were satisfied with the learning experiences at the university. The students did not have a major problem with the learning process.

The study also found that most 195 (67.5%) of the contacted students would recommend other students to enroll in the university. The results show that though the

students were not satisfied with the quality of services provides at various section s selected for the study, most of them could still recommend other students to join the university. This might be attributed to the fact that most students were satisfied with the learning process which is the core business of the university.

On the contrary, only 131(45.4%) of the students were satisfied with the level of interaction with other students. The results show that over 50.0% of the students were not satisfied with the level of interaction at the university. Probably, this could be attributed limited spaces and opportunities for social interaction beyond the lecture rooms where they meet for classes. In addition, most 144(49.4%) of the surveyed students reported that they would give a positive feedback about the university. This implies that students had positive perceptions of the university and they appreciated its role in providing university education to them.

On a scale of 1 – 5, where 1 is the possible lowest rating and 5 the highest rating, the study found that students were fairly satisfied ($M=3.2$ and $SD = 1.01$) with the level of service delivery in the University. This was interpreted to mean that the level of students' satisfaction with service delivery at the University was at 64.0%. This implies that the level of students' satisfaction with service delivery at the university was fair with room for continuous improvement. After determining the level of students' satisfaction with service delivery in the university, the study proceeded to explore the relationship between quality of students' welfare service and student's satisfaction with service delivery in the university. Quality of students' welfare services was conceptualized as a construct with four indicators which included; quality of catering services, quality of health services, quality of guidance and

counselling services, and quality of recreating and sports services. The findings are presented in the following sections.

4.4 Quality of Catering Services and Level of Students' Satisfaction at Maasai Mara university

The first objective of the study sought to assess the relationship between quality of catering services and the level of student's satisfaction students' level of satisfaction with service delivery at the University. Before determining the relationship, the study analyzed student's ratings on the quality of catering services at the University. The findings are presented in the following section.

4.4.1 Quality of Catering Services at Maasai Mara university

The study sought to determine the quality of catering services in the University. Items measuring the construct were placed on a five point Likert type scale where: 1= strongly disagree (SD), 2 = disagree (D), 3= not sure (NS), 4 = agree (A) and 5 = strongly agree (SA). The frequency and percent of student's ratings of items measuring catering services were computed. The cumulative frequency and percent of the students who disagreed (both SD and D) and agreed (both A and SA) was also determined in order to establish the overall pattern of ratings on the items. The composite mean of all the items in the scale was computed to determine overall quality of catering services in the university.

The results summarized on Table 7 show that most 141(48.8%) of the students disagreed with the statement that there were adequate number of serving points in the mess while only 125(43.2%) agreed with the statement. It was therefore evident that the students' cafeteria did not have adequate number of service points. The finding implies that students waste a lot of their time queuing on the serving points. This may affect their scheduled classes as they wait to be served. The students may also choose

to seek catering services off-campus hence the University loses catering revenue to external service providers.

Table 7: Students' Rating of the Quality of Catering Services at Maasai Mara University

Statement	Rating					Cumulative		Total
	SD	D	NS	A	SA	D	A	
There are adequate number of serving points in the mess	80	61	23	74	51	141	125	289
	27.7%	21.1%	8.0%	25.6%	17.6%	48.8%	43.2%	100.0%
Hygiene is observed in serving of food	18	16	24	137	94	34	231	289
	6.2%	5.5%	8.3%	47.4%	32.5%	11.7%	79.9%	100.0%
The quantity of food served is enough	53	58	42	79	57	111	136	289
	18.3%	20.1%	14.5%	27.3%	19.7%	38.4%	47%	100.0%
The dining environment is good	4	23	32	133	97	27	230	289
	1.4%	8.0%	11.1%	46.0%	33.6%	9.4%	79.6%	100.0%
The pricing of food is affordable	28	40	22	76	123	68	199	289
	9.7%	13.8	7.6%	26.3%	42.6%	23.5%	68.9%	100.0%
Mean (M) = 3.62					Std. Deviation (SD) = 0.69.			

Source: Researcher, 2022

In order to triangulate the findings from the students on the quality of catering services in the University, opinions sought from the head of catering department were analyzed. Asked whether there were adequate number of serving points in the mess, the head of catering department observed:

I can say that our main challenge which we have not effectively addressed is the number of service points at the cafeteria. The number of students is sometimes overwhelming especially during examination time when they have no time to go elsewhere to look for food. This forces many of them to go away without getting served because of time. We are very limited in terms of

number of staff and hence it makes it difficult to give the required quality service to the students.

Evidently, findings from the students and comments from the head of catering services convey that the number of serving points in the mess were not commensurate to the number of students demanding catering service. This may have been occasioned by limited cafeteria space compared to the increasing students' population. The University is also strained in terms of staff to adequately meet the increasing demand for catering services. Failure of the University to have effective catering services may therefore explain the increasing number of makeshift eateries adjacent the University. The findings concur with Were (2017) who observes that the current catering facilities in public universities in Kenya cannot cope with the students' population due to the ever increasing demand for university education.

Results summarized on Table 7 also show that that the majority 231(79.9%) of the students were of the opinion that hygiene was observed while food is served at the mess. This implies that staff in the catering department understood the importance of observing high levels of hygiene while serving food. This may encourage repeated purchase by the students since they perceived that food safety and hygiene were observed. Asked whether hygiene was observed in the catering services, the head of the department responded:

The university has ensured that the level of hygiene at the mess is up to standard and I believe it is one of the good things that the university has tried to maintain in the catering facility. The students complain of other issues as mentioned earlier but they have no major issues with the level of hygiene.

The head of catering department further observed:

Hygiene is paramount in catering service or anywhere food is prepared to

avoid cases of food poisoning and diseases. The university has a comprehensive cleaning program where the mess is cleaned twice in a day. The utensils are washed using hot water and detergent, the catering staff are always provided with the right protective gear and it is mandatory for them to undergo requisite health test to continue serving here.

Comments from the head of the department therefore confirms results from the students that hygiene was observed in the cafeteria. According to Yugang and Wen-Hwa (2021), hygiene standards in university canteens play a key role in ensuring the safety of the food being sold to customers. It helps avoid food safety incidents caused by humans.

Results summarized on Table 7 convey that most 136(47.0%) of the students agreed that the portion of food served was adequate while only 111(38.4%) disagreed with the statement. Asked whether the food portions served to students were adequate, the head of the catering department observed:

The food served to students can be said to be enough because it is based on the quantity that can sustain an average young person. Although there are students who don't get satisfied with one portion of food, we encourage them to buy double portions. There are also some who find the portions measured to be a lot and they normally request for a smaller portion. As a department, we ensure that we follow the nutrition guidelines and especially in making sure that the food is well balanced.

The response from the head of the department supported the students' opinions regarding the quantity of food served. The finding suggests that although some students were satisfied with the portion of food served, there were students who perceived the portion as inadequate. The department should therefore improve on the portion of food served so as to sufficiently meet energy requirements for all the students and encourage repeat purchase. Conspicuously, 14.5% of the students reported that they were not sure whether the portion of food served in the mess was adequate. The findings imply that there were students who were not regular users of the mess. Most likely, their catering needs were met outside the University. The

University should therefore devise strategies to ensure that their catering services are attractive to all the students.

Most 230 (79.6%) of the students agreed with the statement that the dining environment was conducive while only 27(9.4%) disagreed. The finding implies that the catering department ensured that the catering environment created a comfortable atmosphere for the students. Such an environment facilitates social and intellectual interaction among the students (Lugosi, 2019). On whether the pricing of food is affordable, majority 199(68.9%) of the students agreed with the statement while 68(23.5%) disagreed. Asked whether the pricing of food was fair for the students, the head of catering department reported:

The prices of food are very friendly for the students and they have not complained. Previously, there have been complains about the quality and portions of the food served but the department takes all measures to correct the problem.

The response from the head of catering department confirms findings from the students that food prices in the mess were affordable. The results concur with Chong et al. (2017) who also noted that most public universities ensure that food is subsidized and quite affordable for the students. Shanahan & Gerber (2004) contend that students have restricted financial resources and when food service is fairly priced, students continue using the university cafeteria and not any off-campus food service operators. The overall results summarized on Table 7 ($M= 3.55$; $SD =0.94$) convey that the students had above average rating of the quality of catering services at the University. Having determined the quality of catering services in the University, the study proceeded to determine the relationship between quality of catering services and level of students' satisfaction with service delivery in the university. The results are presented in the following section.

4.4.2 Relationship between Quality of Catering Services and Level of Students' Satisfaction at Maasai Mara University

The study further sought to determine the relationship between quality of catering services and the level of student satisfaction with service delivery in the University. Simple linear regression analysis was done in order to establish the relationship. The model summary was as presented on Table 8.

Table 8. Model Summary: Relationship between Quality of Catering Services and Students' level of Satisfaction at Maasai Mara university

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.242 ^a	.059	.056	.98525

a. Predictor: (Constant), quality of catering services

Source: Researcher, 2022

The model summary on Table 8 shows that the coefficient of determination (R^2) was 0.056. This meant that quality of catering services explained 5.6% of the variations in students' level of satisfaction with service delivery in the University. To assess whether the model is statistically significant. The results were also used to test the null hypothesis that states that; *There is no statistically significant relationship between the quality of catering services and students' level of satisfaction in service delivery in public universities.* The ANOVA results were summarized on Table 9.

Table 9: ANOVA: Quality of Catering Services and Level of Students' Satisfaction at Maasai Mara university

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.404	1	17.404	17.929	.000 ^b
	Residual	278.596	287	.971		
	Total	296.000	288			

a. Dependent Variable: Students' satisfaction

b. Predictors: (Constant): Quality of catering services

Source: Researcher, 2022

The analysis revealed that the F -value ($F_{1,287}$) = 17.929 and $p = .000$. The model was therefore significant because $p < .05$. It was inferred that quality of catering services had a significant relationship with level of students' satisfaction with service delivery in the University. The null hypothesis that ; *There is no statistically significant relationship between quality of students' catering services and students' level of satisfaction with service delivery the University*, was therefore rejected since the results shows that there is a statistical significant effect between quality of students catering services and the level of satisfaction since the P value < 0.05 .

Simple linear regression output summarized on Table 10 was interpreted in order to establish the contribution of quality of services on students' satisfaction.

Table 10: Simple Linear Regression Coefficients: Quality of Catering Services and Level of Students Satisfaction at Maasai Mara University

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.996	.309		6.452	.000
1 Quality of catering services	.355	.084	.242	4.234	.000

a. Dependent Variable: Level of students satisfaction in the University

Source: Researcher, 2022

The interpretation of the results on Table 10 was based on the value of the standardized Beta coefficient (whether positive or negative) and the level of significance (Sig) or p value for the effects of quality of catering services on level of students' satisfaction with service delivery in the University. According to Field (2017), a positive standardized Beta coefficient conveys that there is a positive relationship between an independent variable and the dependent variable. A negative coefficient conveys a negative relationship. Pallant (2018) explains that the level of significance or p value indicates whether a variable is making a statistically significant contribution to the dependent variable. The study used $p < .05$ to determine the statistical significance of relationship between the quality of catering services and level of students' satisfaction with service delivery in the University.

Data summarized on Table 10 show that the p value for quality of catering services is $p = .000$ and was significant because $p < 0.05$. The finding implies that quality of catering services was important in determining level of students' satisfaction with service delivery in the University. The standardized beta coefficient for quality of

catering services was $\beta = .242$. This was interpreted to mean that there was a direct, positive and significant relationship between quality of catering services and level of students' satisfaction with service delivery in the University. An increase in the quality of catering services in the university was therefore likely to result to a proportionate increase in students' satisfaction. The finding implies that the University should focus on improving efficiency in catering service delivery through increasing the number of serving points, always ensuring that food service hygiene is observed, improving on the ambience of the cafeteria and ensuring that that pricing is favorable for the students. The finding concurs with Kumar (2017) who found that catering services was significantly related to students' satisfaction in a university in Malaysia. Having determined the relationship between quality of catering services and students' satisfaction in the University, the study proceeded to present and discuss results for the second objective of the study.

4.5 Quality of Health Services and Level of Students' Satisfaction Maasai Mara University

The second objective of the study sought to establish the relationship between quality of students' health care services and the level of student's satisfaction with service delivery in the University. Before determining the relationship, the study analyzed students' ratings on the quality of health services at the University. The findings are presented in the following section.

4.5.1 Students' Rating of the Quality of Health Services at Maasai Mara University

Students' ratings of the items measuring the quality of health services in the universities were as summarized on Table 11.

Table 11: Students Rating of the Quality of Health Care Services at Maasai Mara university

Statement	Rating					Cumulative		Total
	SD	D	NS	A	SA	D	A	Total
Prescribed drugs are available for students	137 47.4%	52 18.0%	52 18.0%	32 11.1%	16 5.5%	189 65.4%	48 16.6%	289 100.0%
Medical staff are always available for students	71 24.6%	62 21.5%	77 26.6%	46 15.9%	33 11.4%	133 46.1%	79 27.3%	289 100.0%
The health unit disseminates health care information to students regularly	118 40.8%	51 17.6%	56 19.4%	39 13.5%	25 8.7%	169 58.4%	64 22.2%	289 100.0%
There's prompt checkup upon visit at the health care unit	86 29.8%	59 20.4%	79 27.3%	36 12.5%	29 10.0%	145 50.2%	65 22.5%	289 100.0%
Staff in the clinic are kind and responsive	68 23.5%	34 11.6%	60 20.8%	80 27.7%	47 16.3%	102 35.1%	127 44%	289 100.0%
Mean (M) = 2.53					Std. Deviation (SD) = 1.01			

Source: Research Data, 2022

Results summarized on Table 11 reveal that the majority 189 (65.4%) of the students indicated that the prescribed drugs were not always available. On the issues of availability of drugs required by the students, the head of the health unit observed:

Most of the drugs that are always prescribed to the students are available in the store. Although at times we encounter situations of lack of these drugs. This is always attributed to a delay of the procurement process and purchasing by the University management. For students who have health conditions that are not easy to manage at the university because they required specialized treatment, we always refer them to other hospitals at their own cost. The cost of health in the country is very high. We try to ensure we give the best to the students but our budgets are strained.

Although the interview transcript contradicts findings from the students, it is evident

that there were times when the drugs were not available. This was attributed to delays in procurement process and inadequate funding to meet all the medical needs of the students. This implies that students incurred additional costs purchasing drugs outside the University. Some students may not afford the drugs and their medical needs may remain unattended or even worsen. Quality of health services has in the past been one of the reasons why students strike and cause damage to university facilities. Shagaya (2015) warns that shortage or lack of drugs in a health unit is an indicator of a serious failure in management of health provision. As such, the University should address internal procurement issues that deny students access to prescribed drugs.

Table 11 also conveys that a portion 133(46.1%) of the students disagreed with the statement that medical staff were always available to serve the students. Consequently, students took a long time waiting for the services and sometimes had to seek medical checkups elsewhere. Such experiences may contribute to students' negative attitude to the staff at the clinic and also the University in general. Asked whether there is prompt checkup upon seeking services at the health care unit, 145 (50.2%) of the students disagreed with the statement. The study also found that some 127(44.0%) of the students agreed with the statement that the staff at the clinic are kind and responsive. Asked whether students receive prompt checkup upon visiting the clinic, the head of the health services noted:

Students are always served upon arrival. Sometimes there is a little delay because of inadequate work force. On average, a student takes less than 20 minutes to get response from the medical team. Sometimes, students are just impatient. Again, most students always come expecting to have instant medical check without following the set procedures at the health clinic.

The results from both the students and in charge health services seem to suggest that the University clinic has a challenge in providing prompt medical attention to the

students. Consequently, students waste a lot of queuing for the service or their medical conditions may aggravate due to lack of prompt service. From the transcript with the head of medical services, delay in receiving prompt service was as result of inadequate medical personnel at the clinic. It also appears that some students did not have adequate information on the procedure to follow when seeking services at the clinic.

It was therefore not surprising that the majority 169 (58.4%) of the students disagreed with the statement that the health unit disseminates health care information to students regularly. This implies that students might not know how the clinic operates and the services offered in the clinic. Asked whether the health unit disseminates health care information to students regularly, the in-charge health services reported:

The students are always inducted in their first year of study on how the health clinic operates. We also ensure that students get a chance to participate in any programme planned by the university. Students are always free to get the information they need to ensure that their health is well. However, students have an attitude about the staff at the clinic and hence are not ready to share their health concerns and this affects the effectiveness of service delivery.

Although the statement contradicts the opinion of the majority of the students that the health unit did not disseminate health care information to students regularly, it was notable that the University held sessions with first year students to orient them on the services available at the clinic. The clinic also has an open door policy where students could visit and seek any information concerning their health. However, it may be inferred that there were strained student-staff relationship with some staff at the clinic and this caused students to have a negative attitude towards the facility. This was likely to negatively impact students' perceptions of the services of the University in general and the clinic in particular. A student, or indeed a prospective student or parent, would view a member of staff dealing with them as representing the values

and attitudes of the institution towards its customers. This defeats the essence of the open door policy because some students may not seek the information even when there are staff to serve them. The students can only have the courage to seek information about their health if they have confidence in the staff operating the facility.

Provision of health information has also been supported by a study carried out by Higher Education South Africa (2009). In the study it was noted that the health facilities in institutions of higher learning are important as they help in giving advice and information to students on various matters like awareness on health issues and wellness programs that are available. However, students will only seek this information if they have trust in the staff and the staff are available when they require them. Alkhaldeh (2017) advises that gaps in service delivery among staff in a health unit may be remedied through in-service training in communication skills. This helps the staff to develop understanding of students' health needs and showing an empathetic attitude that will improve students' utilization of the services.

The overall results ($M = 2.53$; $SD = 1.01$) revealed that indeed, students had moderate rating on the quality of health care services provided by the university. Results from the students and the key informant convey that the University was constrained in providing prescription drugs to students, shortage of staff to serve the students leading to longer waiting time, inadequate dissemination of healthcare information, and poor people skills among some staff in the clinic. The findings concur with Alkhaldeh (2017) study in a university in Jordan where the students expressed reservations with service waiting time, insufficient health information, unfriendly attitude of health care employees and medication shortage. Similarly, Kara et al. (2016) note that students

were concerned with the level of university's health employees' knowledge on health operations, courtesy, as well as the ability to convey trust and confidence in delivering the services.

4.5.2 Relationship between Quality Health Care Services and Students' Level of Satisfaction at Maasai Mara University

The study further sought to determine the relationship between quality of health services and the level of students' satisfaction with service delivery in the University. Simple linear regression analysis was done in order to establish the relationship. The model summary was presented on Table 12.

Table 12: Model Summary: Relationship Between Quality of Health Care Services and Level of Students' Satisfaction at Maasai Mara University

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.507 ^a	.257	.254	.87539

a. Predictors: (Constant), quality of health care services

Source: Researcher 2022

The model summary presented on Table 12 shows that the coefficient of determination (R^2) was 0.254, meaning that the quality of health care services explained 25.4% of the variations in level of students' satisfaction with service delivery in the University.

The study sought to test whether the quality of health care services had a statistically significant effect on the level of students' satisfaction in the University. This was supposed to assist in testing the study hypothesis that stated ; *there is no statistically significant effect on quality of health care services and the level of students'*

satisfaction at Maasai Mara University. The ANOVA was used to test the hypothesis and the results presented on Table 13 were interpreted.

Table 13: ANOVA: Quality of Students’ Health Services and Students’ Satisfaction at Maasai Mara University

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76.070	1	76.070	99.268	.000 ^b
	Residual	219.930	287	.766		
	Total	296.000	288			

a. Dependent Variable: student satisfaction

b. Predictors: (Constant), quality of health services

Source: Researcher, 2022

The analysis revealed that the F -value ($F_{1, 287} = 99.268$ and $p = .000$). This implies that the model was a statistically significant predictor of the relationship between the quality of health care services and level of students’ satisfaction with service delivery in the University because $p < .05$. The results also lead to the rejection of the null hypothesis and hence the alternative hypothesis that quality of health services had a statistically significant relationship with students’ satisfaction in the university was accepted.

The study further used simple linear regression output summarized on Table 14, to establish the contribution of quality of health care services on students’ satisfaction.

Table 14: Simple linear Regression Coefficients: Quality of Health Care Services and Level of Students' satisfaction at Maasai Mara University

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.998	.139		14.393	.000
Health care	.508	.051	.507	9.963	.000

a. Dependent Variable: student satisfaction

Source; Researcher, 2022

The results presented on Table 14 show that the standardized beta coefficient for quality of health care services is ($\beta = 0.507$) and p value = .000 which further indicates that the relationship is statistically significant because $p < 0.05$. This was interpreted to mean that there is a direct and significant relationship between quality of health care services and level of students' satisfaction with service delivery in the University. An increase in the quality of health care services in the University was therefore likely to result to a proportionate increase in students' satisfaction. The finding implies that the University should focus on improving efficiency in provision of health care services delivery by increasing the number of health care personnel, ensuring stocking of the required drugs, ensuring there is prompt service for the students and regularly disseminating health care information to the students. The finding agrees with McCaig (2014) who established that a significant relationship exists between quality of health care services and satisfaction with school-life among students. The following section presents findings and discussion on the third objective of the study.

4.6 Quality of Guidance and Counselling Services and Students' Level of Satisfaction at Maasai Mara University .

The third objective of the study sought to determine the relationship between quality of guidance and counselling services and students' level of satisfaction with service delivery in Maasai Mara University. Before establishing this relationship, the quality of students' guidance and counseling services was determined and the results presented in the following section.

4.6.1 Students Rating on Quality of Guidance and Counselling in Maasai Mara University

The results summarized on table 15 show that a portion 127(43.9%) of the students agreed with the statement that there are opportunities for individual counseling. Consequently, most of the students disagreed or were not sure whether there were opportunities for individual counseling. The finding implies that some students in need of individual guidance and counselling services were not be aware of the existence of the services in the University.

Table 15: Students Rating on the Quality of Guidance and Counseling Services

Statement	Rating					Cumulative		
	SD	D	NS	A	SA	D	A	Total
There are opportunities for individual counseling	46 15.9 %	37 12.8%	79 27.3%	63 21.8 %	64 22.1%	83 28.7%	127 43.9%	289 100.0%
University offers opportunities for group/ peer counseling	50 17.3 %	43 14.9%	72 24.9%	67 23.2 %	57 19.7%	83 32.2%	124 42.9%	289 100.0%
There are mechanisms for identifying students in need of counseling services	92 31.8 %	54 18.7%	75 26.0%	42 14.5 %	26 9.0%	146 50.5%	68 23.5%	289 100.0%
There is follow up on students who attend counseling	60 20.8 %	41 14.2%	130 45.0%	31 10.7 %	27 9.3%	101 35%	58 20%	289 100.0%
Mean (M) = 2.90		Std. Deviation (SD) = 1.02						

Asked whether there are opportunities for individual counseling services for the students, the head of guidance and counselling services reported:

The university offers very effective guidance and counselling services through the dean of student office. Students who visit our office are always counseled individually depending on their unique cases. Peer or group counselling is always done. Sometimes we are forced to call parents of the affected students to help us solve problems. In cases involving two students, both are summoned. However, most students don't seek this service and they just suffer with their problems. In some cases, their friends have come on their behalf and after constant consultation, they are able to convince their friend to come and get assisted.

The statement corroborates finding from the students that existing opportunities for guidance and counseling services in the university were not optimally utilized. Most of the students did not seek the services either because they were not aware of the existence of the services or they did not value guidance and counselling services. The students may also not seek the services out of fear of exposing their problems to the counselors.

Only 124 (42.9%) of the students agreed to the statement that the University offers opportunities for group/peer counselling. Majority of the students therefore disagreed or were not sure that there were opportunities for group/peer counseling. The finding therefore implies that there are limited opportunities for group and peer counseling in the University. Majority 146 (50.5%) of the students disagreed with the statement that there are mechanisms for identifying students in need of counseling services. This implies that the University had not established adequate mechanisms for identify students in need of guidance and counseling services. Asked whether there are mechanisms for identifying students in need of counselling services in the University, the head of counseling services observed:

Most of the time, students are referred here by the dean of student's office and other departments. Awareness is created to the students on the

importance of guidance and counseling services in the University. During orientation period for the first year students, they are always informed on the existence and function of the office. In addition, during lectures for example, observation is always on done by lecturers on students who seem to be having problems that require guidance and counselling. Such cases include students suspected to be abusing drugs and substances, frequent absenteeism and late comers.

The response from the key informant seemed to suggest that most cases of students in need of guidance and counselling services were identified from the dean of students' office. The office worked closely with students' representatives to identify students who required the services. However, the University did not have elaborate structures for identifying the students and ensuring they were assisted. Institutions with a customer focus are required to plan, coordinate, direct, and provide a broad range of services that help students to realize their sense of belonging in an institution. A study by Stukalina (2012) argues that rather than responding to issues after they have already happened; students will highly depend on administrators who proactively deal with the issues affecting students. This implies that having a good relationship with the students and establishing systems to identify students in need of psychosocial support has a very great impact on the success of the counseling program at the University.

Only 58 (20.0%) of the students agreed with the statement that there was follow up on students who received counselling services. Asked whether there was follow up on students who attend counselling, the key informant noted:

When we take in a student for counselling, we expect them to strictly adhere to the set program and ensure that they present themselves when needed. Sometime the number of students in need of the services is overwhelming compared to the staff that we have and this make it difficult to constant follow up. Students are called to the office to explain their progress. To some extent, we involve their friends and the parents when the student fails to follow up on the progression of the sessions. Our main challenge has been limited staff.

The statement from the key informant appeared to corroborate finding from the students that there was inadequate follow-up on students who seek counselling services. Although there were attempts to ensure compliance to the set counseling schedule, the University did not have adequate number of counselors to meet the demands of the ever increasing students' population. This implies that in most cases, the students did not adhere to the follow up sessions upon first visit for counseling. This could be attributed to the concerned students' feeling that their issues had been addressed hence absconding from the scheduled follow up program. When students fail to adhere to the follow up schedules, the counselors also fail in their mandate as they do not follow up on the students to find out how they were progressing.

The study also established that beside the university having few staff to handle the counseling sessions for the students, the students did not seek for the services when in need. This was also noted by Cheruiyot and Simatwa (2016) who indicated that students need to find time and seek assistance from counselors other than waiting for too long before they get assistance. The overall results ($M= 2.90$; $SD =1.02$) convey that the students had a fair rating of the quality of guidance and counseling services in the University.

Findings from the students and the head of guidance and counselling services convey that although the University had functional guidance and counselling services, up take from the students was low due to lack of awareness on the existence and importance of the services to the students. The finding resonates with Seyoum (2011) study in Ethiopia which found that students did not have sufficient knowledge on the kind and the extent of guidance counselling services offered in the universities. In the current study, up take of group/peer counselling was also low probably due to ineffective

structures to ensure successful implementation. The University also lacked effective structures for identifying students in need of counselling services. Shortage of specialized counselors commensurate with the ever increasing students' population also affected implementation of follow up programme for the affected students. Upon determining the quality of students' guidance and counselling services in the University, the study proceeded to determine the relationship between quality of students' guidance and counselling services and level of students' satisfaction with service delivery in the University.

4.6.2 Relationship Between the Quality of Guidance and Counseling Service and Students Satisfaction in Maasai Mara University

The study further sought to determine the relationship between the quality of students' guidance and counselling services and the level of students' satisfaction with service delivery Maasai Mara University. Simple linear regression analysis was done in order to establish the relationship. The model summary was as presented on Table 16.

Table 16: Model Summary of the Relationship Between Guidance and Counselling Services and Satisfaction in Maaasai Mara University

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570 ^a	.324	.322	.83475

a. Predictors: (Constant), guidance and counselling

Source: Researcher 2022

The results on Table 16 show that the adjusted R square (R^2) = 0.322. This meant that quality of guidance and counseling services explained 32.2% of the variation in level of students' satisfaction with service delivery in the University. To assess the whether

there is a statistically significance effect between the variables , *the null hypothesis that there is no statistically significant effect between the quality of students' guidance and counselling services and the level of students' satisfaction with service delivery Maasai Mara University* was tested using the ANOVA and the results summarized on table 17.

Table 17. ANOVA: Quality of Students' Guidance and Counselling Services and Students' Satisfaction in Maasai Mara University

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	96.016	1	96.016	137.794	.000 ^b
1	Residual	199.984	287	.697		
	Total	296.000	288			

a. Dependent Variable: students satisfaction

b. Predictors: (Constant), guidance and counselling

Source; Researcher 2022

The analysis revealed that the F value ($F_{1, 287} = 137.794$) and $p = 0.000$. The model was therefore significant because $p < 0.5$. It was inferred that quality guidance and counselling services had a statistically significant relationship with students 'satisfaction in Maasai Mara University. The null hypothesis therefore was rejected indicating that quality of guidance and counselling services had a statistically significant effect on students' level of satisfaction with service delivery in the University.

The simple linear regression results summarized in Table 18 were computed to help in understanding the regression coefficient.

Table 18. Simple linear Regression Coefficients: Quality of Students' Guidance and Counselling and Students' satisfaction in the University

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.638	.148		11.036	.000
1 Guidance and counseling	.568	.048	.570	11.739	.000

a. Dependent Variable: students satisfaction

Source; Researcher, 2022

Data presented on Table 18 show that the standardized beta coefficient for quality of guidance and counselling services is ($\beta = 0.570$) and p value = .000 which indicates that the relationship was significant because $p < 0.05$. This was interpreted to mean that there is a direct relationship between quality of guidance and counselling services and level of students' satisfaction with service delivery in the University. An increase in the quality of guidance and counselling services in the University was therefore likely to result to a proportionate increase in students' satisfaction. The finding implies that the University should focus on improving the quality of guidance and counselling services delivery by increasing the number of staff available to facilitate counselling sessions, ensuring that staff earn the confidence of the students so as to improve uptake of counselling services. The results agree with Ragab et al. (2013) and Stukalina (2012) who noted that there was a significant relationship between guidance and counselling services and students' satisfaction in institutions of higher learning. The following section presents results and discussion on the fourth objective of the study.

4.7 Quality of Sports and Recreation Services and Students' Level of Satisfaction in Maasai Mara University

The fourth objective of the study sought to determine the relationship between quality of sports and recreation services and students' level of satisfaction with service delivery in the University. Before establishing this relationship, the quality of sports and recreation services in the University was determined and the results presented in the following section.

4.7.1 Quality of Sports and Recreation Services at Maasai Mara University

The results summarized on Table 19 show that the majority 163 (56.4%) of the students disagreed with the statement that there were adequate opportunities for sports for students at the University. The results convey that there were limited sporting activities for the students and this denies most of them a chance to participate. Asked whether there were adequate opportunities for sports and recreation for students in the University, the head of sports and recreation services noted:

I have observed that students are not interested in the sports activities because there are many different sports available but most of the students show very little interest in participating. Few students are involved in football, volleyball and basketball while other sports have very few interested students. I think students don't just want to play anymore. Sometimes spent the whole day on the field and the students don't come.

Majority 166(57.4%) of the students disagreed with the item that there were enough outdoor activities for the students. In addition, a high percentage 157(54.4%) of the students disagreed with the statement that there were adequate indoor games at the University.

Table 19: Students Rating of the Quality of Sports and Recreation Services in Maasai Mara University

Statement	Rating					Cumulative		Total
	SD	D	NS	A	SA	D	A	
There are adequate opportunities for sports for students	106 36.7%	57 19.7%	17 5.9%	48 16.6%	61 21.7%	163 56.4%	109 38.3%	289 100.0%
There are adequate outdoor activities	105 36.3%	61 21.1%	37 12.8%	48 16.6%	38 13.1%	166 57.4%	86 29.7%	289 100.0%
There are enough indoor activities	95 32.9%	62 21.5%	48 16.6%	42 14.5%	42 14.5%	157 54.4%	84 29%	289 100.0%
There are qualified trainers for the students	131 45.3%	48 16.6%	57 19.7%	21 7.3%	32 11.1%	179 61.9%	53 18.4%	289 100.0%
All students have access to these facilities	109 37.7%	79 27.3%	32 11.1%	36 12.5%	33 11.4%	188 65.0%	69 23.9%	289 100.0%
Gender is a key consideration setting up recreation facilities	101 34.9%	53 18.3%	58 20.1%	35 12.1%	42 14.5%	154 53.2%	77 26.6%	289 100.0%
Sports facilities are well maintained	118 40.8%	56 19.4%	36 12.5%	52 18.0%	27 9.3%	174 60.2%	79 27.3%	289 100.0%
Mean (M) = 2.45		Std. Deviation(SD) = 1.09						

Asked whether the University provided a variety of indoor and outdoor games, the head of sports and recreation services observed:

We provide a variety of both indoor and outdoor sporting activities. Examples of outdoor activities that we offer now are but not limited to football hockey, athletics, netball, volleyball, handball and basketball. For indoor sports we have badminton, table tennis, scramble, and darts among others.

From the statement, it is noted that the University had a variety of both indoor and outdoor sports activities but the activities were inadequate and limited in scope. The findings imply that both indoor and outdoor sporting activities were available but inadequate. The findings concur with Mbirithi (2013) study in selected public universities in Kenya which found that the available sports and recreational services

were inadequate as to meet the needs of the growing students' population hence negatively impacting on the quality of university education being provided.

Comments from the key informants also revealed that few students were interested in participating in sports and recreation activities in the University. Upon further probing on possible explanations for students' disinterest in sports, the head of sports and recreation services observed:

I might say that most students live outside the university and this might be a factor contributing to their lack of knowledge of what is available and what is not available in terms of both indoor and outdoor sporting activities. We are also working on concerns raised by the students on the need to provide new sports and recreation activities in line with students' needs in the 21st century.

From the transcript, it may be inferred that one of the reasons for students lack of interest in utilizing available sports and recreation facilities is that most of the students live outside the University. Consequently, they did not use the facilities since students normally go back to their places of residence outside the University upon completing their scheduled classes. However, it was notable that the University was planning to introduce new sports and recreation activities which may be attractive to the students in the 21st Century. The findings concur with Abdullah and Mohamad (2016) study in a university in Malaysia. They reported that though universities were allocating financial resources for the development of sports and recreation facilities, students were not fully utilizing available facilities suggesting that they were not physically active. This may be a pointer of inadequate sensitization and awareness among the students on the value of sports and recreation activities to their healthy lifestyle which is a prerequisite for success in academics (Dorata, 2018). Failure to factor emerging sports and inadequate sports and recreation facilities may also discourage students from participating.

On whether there were qualified trainers for the students, majority 179(61.9%) of the students disagreed with the statement. Asked whether the University had qualified sports trainers for the students, the head of sports and recreation services observed:

This has been a major challenge to this department as we have no adequate manpower to train the students on the various sports activities. We only have one trained personnel and this strains him as he cannot attend to all students' needs.

From the interview transcript and in line with findings from the students, it is evident that the University did not have adequate number of sports trainers to guide students on the various sporting activities that were available or the students were interested in. Lack of competent trainers could also affect the development of sports and recreating activities in the University due to lack of expert advice.

A majority 188(65.0%) of the students disagreed with the statement that all students have access to sports and recreation facilities in the University. This implies that the sporting and recreation facilities available in the University were not adequate and did not match with the students' needs. It was also noted that a high number 154 (53.2%) of the students disagreed with the statement that gender was a key consideration setting up recreation facilities in the University. This implies that the facilities were inadequate to cater for the combined needs of both the male and female students. Asked whether there was gender consideration in the provision of sports and recreation facilities in the University, the key informant responded:

The facilities provided do not meet the needs of both female and male students. We are really strained because for example we only have one soccer pitch, basketball pitch and this do not cater these needs. At times, students have to agree on who to use the pitches at specific times. I can say that currently all the facilities at the university are overstretched.

From the response, it is noted that gender was not a consideration in the provision of sports and recreation services in the University. Similar opinion was also expressed

by the students. According to Abdullah and Mohamad (2016), moral reasons may compel female students to show reluctance in sharing sports and recreation facilities with male students. They may experience a general feeling of discomfort sharing a facility that is fully occupied by male students.

The results summarized on Table 19 further show that majority 174(60.2%) of the students disagreed with the statement that sports facilities were well maintained. This may be attributed to inadequate funding for maintenance and the fact that the facilities were in use throughout the year. Poorly maintained facilities are a threat to students' health due to incidences of injuries and this may discourage students' participation. Overall, students had a below average rating ($M= 2.45$; $SD =1.09$) of the quality of sports and recreating services in the University. Upon determining the quality of sports and recreation services in the University, the study proceeded to determine the relationship between the quality of sports and recreation services and level of students' satisfaction with service delivery in the University.

4.7.2 Relationship Between the Quality of Sports and Recreational Services and Level of Students' Satisfaction in Maasai Mara University

In order to determine the relationship, simple linear regression analysis was done and the model summary was presented on Table 20.

Table 20: Relationship between the quality of sports and recreational services and students' satisfaction in Maasai Mara University .

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.464 ^a	.215	.213	.89960

a. Predictors: (Constant), sports and recreation activities

Source: Research Data, 2022

The results presented on the table above show that the coefficient of determination the adjusted (R^2) = 0.213. This meant that quality of sports and recreation explained 21.3% of the variation in level of students' satisfaction with service delivery in the University.

To assess whether there is statistical significance of the model in testing the null hypothesis that ; *there is no statistically significant effect between the quality of sports and recreation and the level of satisfaction at the Maasi Mara Unviersity.* The hypothesis was tested using the ANOVA and the results summarized in table 21.

Table 21. ANOVA: Quality of Sports and Recreation Services and Students' Satisfaction in Maasai Mara University

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	63.738	1	63.738	78.759	.000 ^b
1	Residual	232.262	287	.809		
	Total	296.000	288			

b. Predictors: (Constant), sports and recreation

Source: Researcher, 2022

The results presented on Table 21 show that the F value ($F_{1, 287} = 78.759$) and $p = .000$. This indicates that the model is statistically significant because $p < 0.5$. It was inferred that the model was a good predictor of the effect and hence could be used to effectively explain the relationship between quality of sports and recreation services and level of students' satisfaction with service delivery in the University. The null hypothesis therefore was rejected, indicating that the quality of sports and recreation services affected the level of students satisfaction with the service at the university .

Simple linear regression output summarized on Table 22 was interpreted in order to establish the contribution of quality of Sports and recreational services on students' satisfactions

Table 22: Simple linear Regression Coefficients: Quality of Sports and Recreation Services and Students' Satisfaction in Maasai Maara University

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.226	.130		17.089	.000
1 Sports and recreation	.431	.049	.464	8.875	.000

a. Dependent Variable: students' satisfaction

Source: Research Data, 2022

Data summarized on Table 22 show that the standardized beta coefficient for quality of sports and recreation services is ($\beta = 0.464$) and p value = .000 which conveys that the relationship is significant because $p < .05$. This was interpreted to mean that there is a direct and significant relationship between quality of sports and recreation services and level of students' satisfaction with service delivery in the University. A unit

increase in the quality of sports and recreation services in the university was therefore likely to result to proportionate increase in students' level of satisfaction. The finding implies that the University should focus on ensuring that there are adequate opportunities for sports for all the students, providing adequate indoor and outdoor sport facilities, availing sports trainers, being sensitive to gender in provision of sports and regular maintenance of available sports and recreation facilities. The findings agree with Arokiasamy and Abdullah (2012), Fullerton (2011) and Cohen et al. (2013) who reported that there is a statistical and significant relationship between quality of sports and recreation services and students' satisfaction in universities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, the conclusion and recommendations from the study. The purpose of this study was to investigate the relationship between students' welfare services and students' level of satisfaction in Maasai Mara University. The study specifically sought to address the following objectives: Determine the relationship between quality of students' catering services and students' level of satisfaction the University; examine the relationship between quality of students' health care services and students' level of satisfaction the University; establish the relationship between quality of students' guidance and counseling services and students' level of satisfaction the University; find out the relationship between students' sports and recreation services and students' level of satisfaction the University. The following sections presents a summary of findings, conclusions and recommendations.

5.2 Summary of the Study

The first objective of the study was to examine the effects of catering services on level of students' satisfaction in the University. The study found that students had above average rating ($M = 3.55$, $SD = 0.94$) of the quality of catering services in the University. Quality of catering services had the least significant effect on students' satisfaction in the University [$R^2 = 0.056$, $F(1, 287) = 17.404$, $\beta = .242$, $p = 0.000$]. Quality of catering services accounted for 5.6% of the variation in level of students' satisfaction in the University. The study found that the students' cafeteria did not have enough serving points for the students. The students were likely to be more satisfied with an improvement on catering service access points. The null hypothesis was

therefore rejected on the basis of these results indicating that the quality of catering services affected the level of students satisfaction at the university.

The second objective of the study was to examine the effects of health care services on level of students' satisfaction in the University. The study found that students had average rating ($M= 2.53$, $SD = 1.01$) of the quality of health care services in the University. Quality of health care services had a significant effect on students' satisfaction in the University [$R^2 = 0.254$, $F (1, 287) = 99.268$, $\beta= .507$, $p = .000$]. Quality of health care services accounted for 25.4% of the variation in level of students' satisfaction in the University. The students were likely to be more satisfied with an improvement on services offered the school clinic. The results again lead to the rejection of the null hypothesis of no effect, indicating that quality of health care services has a significant effect on the level of satisfaction among university students.

The third objective of the study was to examine the effects of guidance and counseling services on level of students' satisfaction with service delivery in the University. The study found that students had slightly above average rating ($M= 2.90$, $SD = 1.02$) of the quality of guidance and counseling in the University. Quality of guidance and counseling services had, the highest significant effect on students' satisfaction in the University [$R^2 = 0.322$, $F (1, 287) = 137.794$, $\beta = .570$, $p = .000$]. Quality of guidance and counseling accounted for 32.2% of the variation in level of students' satisfaction with service delivery in the University. An improvement in the quality of guidance services to students would result to a proportionate improvement in level of students' satisfaction with service delivery in the University. The null hypothesis was also rejected in this case based on the results indicating that quality of guidance and counseling services had an effect on the level of satisfaction among university students.

The fourth objective of the study was to examine the effects of sports and recreation services on level of students' satisfaction in the University. The study found that students had below average rating ($M= 2.45$, $SD = 1.09$) of the quality of sports and recreation services in the University. Quality of sports and recreation services had a significant effect on students' satisfaction in the University [$R^2 = 0.213$, $F (1, 287) = 78.759$, $\beta = .464$, $p = .000$]. Quality of sports and recreation services accounted for 21.3% of the variation in level of students' satisfaction with service delivery in the University. The study found that the sports and recreation facilities in the university were inadequate. The students were likely to be more satisfied with an improvement in the provision of sports and recreation services in the University. The results again led to the rejection of the null hypothesis of no difference indicating that quality of sports and recreation services affects the level of students satisfaction at the university. The overall results shows that there is a statistically significant effect between the quality of welfare services and students level of satisfaction at the university .

5.3 Conclusions

The study made the following conclusions:

- i. Quality of catering services had the lowest though statistically significant contribution to the level of student satisfaction in the University. An improvement in the provision of quality catering services would result to a proportionate increase in student satisfaction.
- ii. Regarding the relationship between quality of health care services and students' satisfaction, the study concluded that quality of health care services was a very important contributor to satisfaction of university students. Majority of the

respondents indicated that the university does not offer the best health services to them. The regression analysis however indicated that health was one of the most important welfare services that could contribute to improved levels of students' satisfaction with service delivery in the University if deliberate measures were applied to improve quality of the service.

- iii. The study also concludes that guidance and counselling services have a very significant effect on the level of student's satisfaction. The services had the highest level of influence on level of students' satisfaction with service delivery in the University. This implies that if well managed, guidance and counseling is the most effective welfare service that can enhance students' level of satisfaction at the university.
- iv. Finally, the study concludes that also sports and recreation facilities at the university are inadequate and hence deny the students a chance to participate and hence boost their satisfaction. The study generally concludes that provision of quality services at the university is paramount to the satisfaction of the students, hence the university should invest more resources into developing these services so that it can assist the students not only have a good stay at the university but enhance their learning experiences, recommend other students to the university, participate actively in the various activities and have a good relationship with other students and the staff.

5.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made;

- i. The University should consider the sustainability of offering students' catering services. The management may consider public-private partnership in offering the very vital services.
- ii. The dean of students' office should regularly sensitize students on the need to seek health care services within the university to avoid spending a lot of time in the search for services that can be found at the health care.
- iii. The University management should conduct a needs assessment on sports and recreation needs of the students to guide strategic provision of the services.
- iv. The dean of students' office should develop an appropriate administrative structure for identifying students in need of counselling services and tracking the beneficiaries to ensure successful interventions.

5.5 Areas for Further Study

The study recommends the following areas for further research:

- i A comparative study should be conducted on status of students' welfare services in public and private universities.
- ii A research should be conducted to determine other factors that contribute to students' satisfaction other than students' welfare services.
- iii A research should be conducted on sustainable model for providing students' catering services in public universities.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER TO THE STUDENT'S QUESTIONNAIRE

SADERA LANCHOINE ELIZABETH
PO BOX 247
NAROK

MAASAI MARA UNIVERSITY

THIRD YEAR STUDENT
P.O BOX 861-20500
NAROK

Dear sir /madam

RE: APPOINTMENT AS A RESEARCH RESPONDENT

Dear student in response to the above subject matter,. My name is Sadera Lanchoine, a masters student in the section of CIEM in Maasai Mara University am in the process of collecting data for the purpose of research. You have been identified as a key stakeholder that would help me gather information.

My research topic is *Effects of quality of student's welfare services on student's satisfaction in public universities. A case study for Maasai Mara University, Kenya.*

Please read the questions carefully and respond to each question as required. Your answers will be treated with confidentiality. The answers you will provide will help in improving the state of student's affairs in public universities in Kenya. Because of confidentiality of the data please do not indicate any form of identity on the questionnaire .Do not write you name.

Thank you,

APPENDIX II

STUDENTS QUESTIONNAIRE

Section A: General Information

1. Please indicate your gender: Male [] female [] (Please tick)

SECTION B: OBJECTIVES TO THE STUDY

Please use numbers 1-5 where 1- Strongly Disagree, 2- Disagree, 3-not sure , 4- Agree, 5- Strongly Agree to rate each of the items.

The following statements relate to your feelings or perceptions about your university. Please respond to each using the following statement.

	Objectives	1	2	3	4	5
	Catering Services					
1	There are adequate number of serving points in the mess					
2	Hygiene is observed in serving of food					
3	A variety of meals are served in the mess					
4	The quantity of food served is enough					
5	The dinning environment is good					
6	The pricing of food is affordable					
7	A lot of time is wasted on the queues					
	Health Services					
8	Prescribed drugs are available for Students					
9	Medical staff are always available for Students					
10	The health unit disseminates health care information to students' regularly					
11	There's prompt checkup upon visit at the health care unit					
12	Staff in the clinic are kind and Responsive					

	Guidance and counselling services					
13	There are opportunities for individual Counseling					
14	Universities offers opportunities for group/ peer counseling					
15	There are mechanisms for identifying students in need of counseling services					
16	There is follow up on students who attend counseling					
	Recreation and sports services					
17	There are adequate opportunities for sports for students					
18	There are adequate outdoor activities					
19	There are enough indoor activities					
20	There are qualified trainers for the Students					
21	All students have access to these Facilities					
22	Gender is a key consideration when					
23	Sports facilities are well maintained					
	Student's level of satisfaction at Maasai Mara University					
24	Am satisfied with the learning experiences					
25	Am satisfied with the level of interaction with the various sections					
26	Am satisfied with the interaction with other students					
27	Referrals for other new students to join the university					
28	Enhanced positive feedback from the students					

Thank you for participating

APPENDIX III

INTERVIEW SCHEDULE FOR HEAD OF CATERING SERVICES

What is your opinion with regard to the following statements?

- i. Adequacy of serving points in the mess
.....
.....
.....
- ii. Hygiene is observed when serving food to the students
.....
.....
.....
- iii. A variety of meals is served in the mess
.....
.....
.....
- iv. Quantity/portions of food served to the students are adequate
.....
.....
- v. The serving environment is conducive for the students
.....
.....
- vi. Fairness on the pricing of food
.....
.....
- vii. Length of the service queues
.....
.....
.....
.....

Thank you for participating

APPENDIX IV
INTERVIEW SCHEDULE FOR HEAD OF MEDICAL SERVICES

What is your opinion with regard to the following statements?

- i. Availability of prescribed drugs in the clinic
.....
.....
- ii. The medical staff are always at work
.....
.....
- iii. Dissemination of health care information to students is done regularly
.....
.....
- iv. Quick service delivery once the students are in the clinic is achieved
.....
.....
- v. There is good response and fairness by the medical staff
.....
.....

Thank you for participating

APPENDIX V
INTERVIEW SCHEDULE FOR HEAD OF GUIDANCE ANND
COUNSELLING SERVICES

What is your opinion with regards to the following statements?

- i. Opportunities for individual counselling are offered in the section
.....
.....
- ii. Group/peer counselling sessions are available
.....
.....
- iii. Mechanisms for identifying students in need of the counselling services are there
.....
.....
- iv. Follow up on students who seek and receive the counselling program is done
.....
.....

Thank you for participating

APPENDIX VI

INTERVIEW SCHEDULE FOR HEAD OF RECREATION AND SPORTS SERVICES

What is your opinion with regards to the following statements?

- i. The university provides sports and recreation facilities that match with the students interests
.....
.....
- ii. The university provides a variety of outdoor activities to the students
.....
.....
- iii. The university provides a variety of indoor activities to the students
.....
.....
- iv. The university has provided qualified trainers for the various sports available
.....
.....
- v. The recreation facilities meets the needs of both female and male students
.....
.....
- vi. Sports /recreation facilities in the university are well maintained
.....
.....

Thank you for participating

APPENDIX VII: PERMIT FROM NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 118241	Date of Issue: 04/May/2022
RESEARCH LICENSE	
	
This is to Certify that Miss. Elizabeth Lanchoine Sadera of Maasai Mara University, has been licensed to conduct research in Narok on the topic: QUALITY OF STUDENTS' WELFARE SERVICES ON THEIR LEVEL OF SATISFACTION IN UNIVERSITIES: A CASE STUDY OF MAASAI MARA UNIVERSITY, KENYA for the period ending : 04/May/2023.	
License No: NACOSTIP/22/17084	
118241	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

APPENDIX VIII: LETTER FROM POST GRADUATE OFFICE



Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

8th April, 2022

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: SADERA LANCHOINE ELIZABETH (EM02/JP/MN/8659/19)

We wish to confirm that the above named is a *bona fide* Masters student at Maasai Mara University pursuing an Med in Educational Administration in the School of Education. Her proposed research is '*Quality of students' welfare services and level of students' satisfaction in universities: a case of Maasai Mara University, Kenya*'. She would like to apply for a research permit from NACOSTI before she can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue her with a research permit.

Faithfully yours,

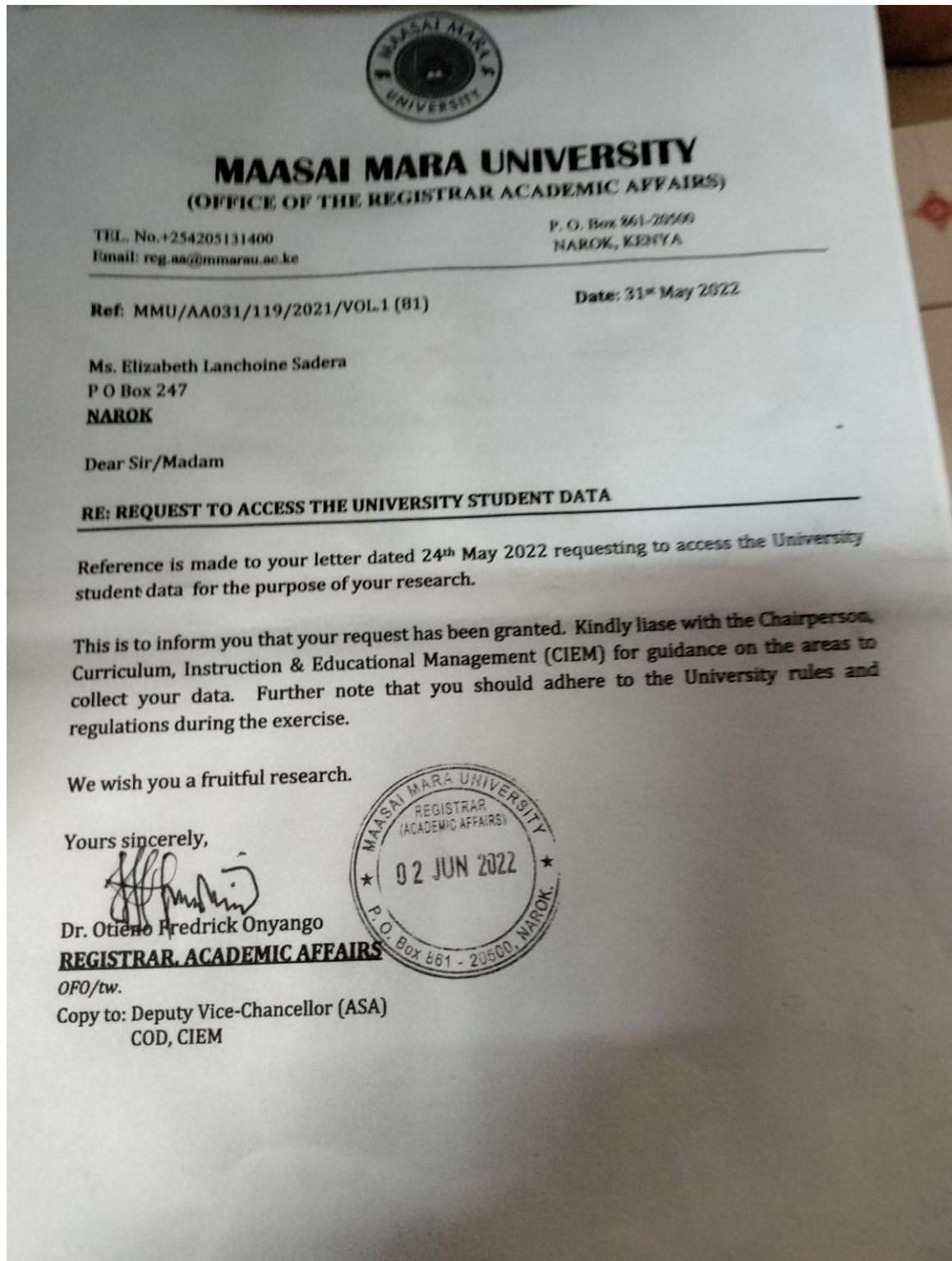
Ramin

Prof. Romulus Abila, PhD.

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

abila@mmarau.ac.ke, <https://orcid.org/0000-0001-8762-7153>

APPENDIX IX: PERMIT LETTER FROM THE UNIVERSITY



APPENDIX X: MAP OF STUDY LOCATION

