

**RELATIONSHIP BETWEEN QUALITY OF STUDENT SUPPORT
SERVICES AND STUDENTS' SATISFACTION IN PUBLIC
PRIMARY TEACHER TRAINING COLLEGES IN KENYA**

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**Thesis Submitted to the School of Education in Partial Fulfillment of
the Requirement for the Award of Degree of Doctor of Philosophy in
Education in Educational Administration, Maasai Mara University**

2017

DECLARATION

I declare that this is my original work and that it has not been presented for a degree or any other award in this or any other university.

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DEDICATION

This thesis is deservedly dedicated to the following; my parents Samuel Njuguna and Mary Nyambura, my dear son Victor Mimano, my siblings; Waithira, Waweru, Mwangi, Wanjiru and Wamwehu. Without whose support I would not have had the ambition and inspiration to complete my doctoral studies. To my sister Joyce Nyambura (rest in peace) you inspired me to the very end.

ACKNOWLEDGEMENT

I would like to thank Maasai Mara University more so the School of Education for the enormous support bestowed to me during course work as well as the critique of the thesis thus contributing to its improvement. My special gratitude goes to my supervisors Dr. Justus Mochama Gori and Dr. Susan Chepkonga for their scholarly comments and invaluable advice which greatly contributed to the present work. Resultantly, I have enjoyed every moment of my PhD journey and learnt a lot. I would also like to thank all the respondents in this study for their time and commitment. This study would not have been successful without their support and participation. Many thanks to my parents, whose interest in education not only of their children but to all those they came into contact with, inspired me to the current level of my education attainment. To my beloved son Victor Mimano, who was a source of strength as I struggled to be a student all over again. Your support is appreciated for it gave me the determination to hang on to the very end. To my brothers and sisters, thank you for your immeasurable support. To all supportive colleagues more so Dr. Amir Kabunga and Dr. Francis Muya who gave me immeasurable support and encouragement, thank you ever so much for being there for me. Finally, I thank God whose grace has seen me this far and the gift of this PhD.

ABSTRACT

Provision of quality services that meet students' expectations is critical in any institution that seeks to have a competitive edge. Students' dissatisfaction with service quality in public primary teacher training colleges has been expressed through various forms of indiscipline which have become rampant in the recent past. Although management of student discipline in PPTTCs in Kenya has been explored, the underlying causes have not been investigated exhaustively. Student support services are rarely considered as a critical factor in enhancing students' satisfaction in PPTTCs. This informed the need for the study. The purpose of this study was to establish the relationship between quality of student support services and students' satisfaction in Public Primary Teacher Training Colleges in Kenya (PPTTCs). The objectives of the study were; to establish the relationship between quality of library services and students' satisfaction in PPTTCs in Kenya; to find the relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya; to determine the relationship between quality of guidance and counselling services and students' satisfaction in public primary teacher training colleges in Kenya and to establish the relationship between quality of medical services and students' satisfaction in public primary teacher training colleges in Kenya. Cross sectional research design was used in the study. The target population was 3761 second year students in 21 public PPTTCs in Kenya, 21 deans of students. 7 PPTTCs were randomly selected with a population of 1276 second year students plus 7 Deans of Students. Deans of the sampled colleges were purposively selected while proportional sampling was used to select 383 second year students. This gave rise to a sample size of 390 respondents. Data collection was done using the questionnaire and interview schedule. Validity was ascertained by the researcher appraising the instruments and with the aid of supervisors and experts. The reliability of tools was calculated using Cronbach Alpha index at .83. Hypotheses were tested at an alpha level of 0.05. Quantitative data was analysed using descriptive statistics and Pearson r while qualitative data was analysed using Focus by Question Analysis Strategy. The study established that that there was a significant relationship between library services and students' satisfaction, there was a significant relationship between accommodation services and students' satisfaction, there is no significant relationship between counselling services and students' satisfaction and a significant relationship was found between medical services and students' satisfaction. Results were presented using Tables. Findings are expected to inform management of PPTTCs on the significance of student support services in enhancing students' satisfaction. Management may consider and provide quality student support services to enhance students' satisfaction. Provision of student support services may lead to better learning outcomes and cohesion among staff and students. Findings may guide Ministry of Education on resource allocation for student support services in PPTTCs in Kenya.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

Education is one of the most important service industries that play a vital role in national economic, social and political development (Husain & Hussein, 2009). In the last few decades the sector of higher education in Kenya has experienced profound changes leading to an increase in the number of institutions and consequently an increase in the number of students. Due to the increasing demands and expectations of students, learning institutions must change from the traditional system towards a customer based market approach of education (Sigala, 2004). Higher educational institutions are increasingly recognizing that higher education is a service industry. As such, they are dealing with a situation which places greater emphasis on meeting the expectations and needs of their students (Maimunah, Ammar & Edward, 2009). Due to increased pressure of competition in the education sector, institutions are focusing more on students' satisfaction (Sepideh, Hadi & Mona, 2013).

Students' satisfaction in service delivery does not always come from the quality of education they receive but also from the provision of quality student support services. In view of this, the management of higher education institutions should apply a market-oriented approach to sustain a competitive advantage (DeShields, Kara & Kaynak, 2005).

Some of the most notable student support services in public primary teacher training colleges which is the concern of this study are; library, medical, accommodation and guidance and counselling services. Quality service delivery is a critical factor for developing and sustaining relationships with students (Park, 2006) and is a major determinant of PPTTCs success or failure in a competitive environment (Lin, 2009). Quality student support service delivery is the discrepancy between students' perceptions of student support services offered and their expectations about the institutions offering such services (Chou, Liu, Huang, Yih & Han, 2011). This chapter presents the background to the study, the statement of the problem, the objectives of the study, hypotheses, the purpose, significance and assumptions of the study as well as the limitations and delimitations. It also has definition of terms.

1.2 Background to the Study

In today's highly competitive academic environment, measuring the quality of student support services provided to the students in higher learning institutions is critical for success (Kimani, Kagira & Kendi, 2011). Provision of quality student support services to students is a fundamental role of every higher education institution (Sabio, 2012). These services are a critical indicator of service quality and are antecedents of students' satisfaction (Firdaus, 2005). Quality student support services foster development of students' competencies, life skills and academic excellence.

Concern for the client as a crucial recipient of goods and services arose in the business world during the marketing era of the 1950s. Companies shifted focus from profit making to meeting clients needs when producing goods and services. This led to a shift whereby companies took customers' needs and preferences into consideration. As a result, they started embarking on producing what they could sell rather than merely selling what they could produce. Over the years, the focus on the client has increased steadily with the focus shifting to post-consumption feedback from clients (Armano, 2009). Research in service delivery and customer satisfaction originated from the realization that the customer is critical in business growth. There is general consensus that customer satisfaction is the most important tool that helps to increase sales and generate profits in the business environment as well as improving the overall performance of an organization (Magi & Julander, 1996).

It is acknowledged that customer satisfaction is no longer confined to the business world. The service industry such as educational institutions has over the years taken cognizance of the fact that quality service delivery is paramount for students' satisfaction. Students are stakeholders in learning institutions. They remit fees and other levies in anticipation that the institutions will provide quality services to maximize their satisfaction (Solomon, 2009). Deming (2000) also asserts that the concept of service quality can also be applied to the educational sector just like manufacturing and other service sectors. Most of the well established higher learning institutions focus highly on strategic issues key among

them being providing satisfactory services to students. By doing so, they are able to make and build good relationships with students who are critical in determining the future of the institution (Malik, Danish, & Usman, 2010). According to Elliott and Shin (2002), student satisfaction is shaped continually by repeated experiences in the learning environment.

Higher educational institutions are increasingly recognizing that education is a service industry. As such, they are dealing with a situation which places greater emphasis on meeting the expectations and needs of their students (Sapri, Kaka & Finch, 2009; Nurul, 2012). Higher education institutions which want to gain competitive edge may need to search for effective and creative ways to attract, retain and foster stronger relationships with students. The key to sustainable competitive advantage lies in delivering high quality services that will in turn result in satisfied customers. Therefore, there is not even an iota of doubt on the importance of quality student support services in enhancing students' satisfaction in learning institutions.

Knowing what the customer expects is the first step in delivering quality service (Naser, 2014). If students report high levels of satisfaction with service delivery, they will be more successful as students and in the world of work. Due to this, academic researchers are keen on measuring service quality in order to understand its influence on students' satisfaction (Fares, Achour & Kachkar, 2013). With the liberalisation of education sector

and the ever mounting competition between teacher training colleges (TTCs) in Kenya to attract students, there is greater emphasis on meeting the expectations and needs of the students. As a consequence, educational institutions are forced to commit themselves to certain quality criteria and adopt a market oriented strategy to differentiate themselves from their competitors by delivering superior quality services (Thomas, 2011). According to Weinberg (2005), student support services were formalized across higher learning institutions in the 1970s. In the late 1960s, as institutions sought to address emerging issues, they recruited administrators to deal with students' concerns. Consequently, this led to an explosion of student affairs offices and departments, charged with managing programs, residential units, cultural centres, campus safety, career services, and virtually all other non-academic aspects of campus life in the 1990s.

Primary teachers training colleges are facing pressure to enhance quality service delivery in their activities (Heck & Johnsrud, 2000). The principle for enhancing educational quality entails continuous improvement by focusing on students' interests in order to increase their satisfaction by providing quality student support services (Nabwire, Marcella & Musamas, 2014). To grasp the complexity of the learning experience, understanding factors that contribute to student satisfaction is vital. Student satisfaction is shaped continually by repeated experiences in the learning environment (Elliott & Shin, 2002). Adherence to that principle would result in increased satisfaction which would be manifest through students' loyalty, retention, motivation, good academic grades and

recruiting efforts (Abdullah, 2006; Elliott & Shin, 2002; Nadiri *et al.*, 2009 & Voss *et al.*, 2007).

Though not overtly academic, student support services are critical for students in their pursuit of academic excellence. Students develop a sense of belonging by participating in both academic and support services and also develop good relations with teachers and other students as well having good learning outcomes (Jon, 2000). This is consistent with Devinder and Datta (2003) who argue that institutions which want to deliver quality services to students must be concerned with all aspects of the students' experiences in the institution. This is because education quality is not only limited to academic services provided but it also includes quality of student support services.

In India, teacher training colleges (TTCs) face the dual problem of lack of buildings as well as poor student support services. Most of the TTCs are run in rented buildings. About 20 per cent of the TTCs lack basic facilities such as libraries and adequate hostel facilities (Dinesh, 2015). In Zambia, Teacher Education Course (ZATECH) was set up between the years 2000-2007 with the sole aim of increasing the number of graduates from 10 TTCs. However, the programme faced myriad challenges which compromised quality in teacher training. Some of the key drawbacks were inadequate student support services such as ill equipped libraries. The latter had obsolete publications. This led to students' dissatisfaction with the quality of student support services in ZATECH (Netherlands Ministry of Education, 2008).

Despite efforts made by management to achieve high retention and completion rates in Columbia teachers college , during the 2003–2004 academic year 45% of the students left college without earning a credential (Provasnik&Planty,2008). According to Rosenbaum, Deil-Amen and Person (2006), there is ample evidence that being successful in college requires more than the ability to master college-level academic skills. While it is likely that academic reforms are needed in Columbia to increase student retention and completion, the low success rates in the college is attributed to quality of student support services not being addressed (Calcagno & Long, 2008).

The United States of America take cognizance of the fact that by 2020 65% of the jobs will require postsecondary education. To realize this, higher learning institutions in America mainly focus on academic reforms at the expense of student support services. The latter are largely underfunded thus they serve a fraction of institutions. Most States in America also lack clear strategies on how to use student support services to enhance student completion (Leslie, 2015). This state of affairs may compromise the quality of support services provided and consequently lead to students' dissatisfaction. In Florida Southern teachers college, support services enable students acquire excellence through transition and self-knowledge (Florida Southern College, 2012).

The 2014 International Student Survey (ISS) in Australia established that 88% of students in tertiary institutions were satisfied with the overall experience of international education. Specifically, 89% of the students were satisfied with student support services compared to 87% who were satisfied with the learning experience. (International Students Survey,2014). These outcomes attest to the fact that student support services are critical in students' overall satisfaction with service delivery in higher learning institutions. Although Australia has maintained a sound reputation as a quality destination for international tertiary students, the survey indicates areas where improvements can be made to enhance student satisfaction with student support services.

The South African government spends huge amounts of tax payers' funds in order for all students to access higher education. Students' retention is pegged on the provision of quality support services that enable students to succeed academically and eventually graduate. Nevertheless, according to the National Plan of Higher Education (NPHE), South Africa's graduation rate of 15% is one of the lowest in the world, (Letseka & Maile 2008). Higher learning institutions in South Africa are therefore obliged to take broad steps to enhance students' success. This calls for improvement of student support services in order to ensure their effectiveness.

There is a major disparity in the provision of facilities required for conducive learning environments in Nigerian universities. There has been over 36 months of learning disrupted due to strikes between 1999 and 2013. Among the reasons for the unrest are inadequate student support services. The following were the durations of unrest; 1999 (5), 2001(3), 2002 (0.5), 2003 (6), 2005 (0.25), 2006 (0.25), 2007 (3), 2008(0.25), 2009(4), 2010 (5.25), 2011 (3), 2013 (5.0). During the unrest, universities in Nigeria were shut down and students' learning continuity disrupted. Public universities accounted for 98.5% of the unrest. Disruption of learning schedule puts a lot of pressure on students who are often given a short period for revision before the commencement of their exams (Omogbadegun, Oyedepo, Fasina & Omotosho, 2014). In Ethiopia the main drawback to teacher training is that content knowledge and modern pedagogical styles are not emphasized thus student teachers are not imparted with the requisite skills and knowledge to become effective teachers. Furthermore, TTCs do not offer quality student support services which leads to dissatisfaction among students (Abebe & Woldehanna, 2013).

The Open University of Tanzania provides teacher training alongside degree courses through distance education. Despite the rapid growth in student enrolment, there is a major shortage of student support services such as library and guidance and counselling services to cater for students' needs (Mlay, 2013). In 2009 the University of Arusha Students' Organisation Government mobilized students' unrest to express their

dissatisfaction. In the September 2008, the students' government ordered all the students to boycott registration. The bone of contention was fee increment which students were opposed to since student support services in the university were still poor (Mashauri,2013). Similar challenges have occurred in Uganda which has hindered quality teaching and learning process in primary teachers colleges (PTC). Some of the shortcomings have been the quality of student support services such as; few libraries which are outdated, irrelevant texts and inadequate accommodation services (Ministry of Education and Sports, 2013).

In Kenya, many PPTTCs' students exhibit discipline problems such as indecency, moral decadency, absenteeism, drug and substance abuse and social related problems. This may culminate in students dropping out. Students' discipline is an indicator of students' satisfaction. Strikes in teacher training colleges in Kenya have become significantly more frequent in the recent past, prompting the Ministry of Education Science and Technology (MOEST) to form task force in 2001 to look into the issues. Although PPTTCs have put measures in place to enforce compliance to rules and regulations, they are losing hold. This state of affairs is posing an uphill task to educators in enforcing discipline (Murithi, 2010). Principals and Deans of students in PPTTCs in particular are faced with myriad challenges in enforcing and maintaining discipline which would help produce teachers who are role models to pupils in primary schools.

Primary teacher training colleges in Kenya largely depend on students' fees for their operations. Nonetheless, they seem to be less aware of the fact that students are customers whose satisfaction with student support services is paramount. This may be a common drawback for many PPTTCs in Kenya. Kafu (2011) states that although facilities and resources are critical for preparing school teachers, in Kenya they are in a pathetic state, inadequate, obsolete, dilapidated and unsuitable for producing a competent teacher. This raises concern about students' satisfaction with the quality student support services which are an essential part of the learning experience.

1.3 Statement of the Problem

Quality service delivery is critical in any education institution that seeks to have a competitive edge. With an ever growing assortment of educational options, students seek institutions that will provide them with quality services to satisfy their needs. In Kenya there are well defined education policies guidelines which when fully adopted, PPTTCs would provide quality services to students which can lead to students' satisfaction. Quality of resources and services for preparing students in most PPTTCs are wanting. This may lead students' dissatisfaction with quality of service provided.

Although public primary teacher training colleges have been havens of peace, students' dissatisfaction has been expressed through various ways key among them; lack of cohesion among students and staff as well as poor learning outcomes which have been on

the increase in the recent past. Students also exhibit discipline problems such as indecency, moral decadence, absenteeism, drug and substance abuse and social related problems. To mitigate these challenges, college management employs remedies such as guidance and counselling, disciplining errant students as well as assigning them responsibilities. Researchers recommend that to manage students' discipline and other forms of dissatisfaction, college administrators should embrace a collective approach by addressing all areas of concern. Despite this, provision of quality of student support services which is critical to students' satisfaction is hardly considered as part of the collective approach to alleviate students' concerns or dissatisfaction in college. Student support services are often rated as secondary to academic services in enhancing students' satisfaction. There is also dearth of research on quality support services and students' satisfaction in public primary teacher training colleges which therefore informed the need for the study.

1.4 Purpose of the Study

The purpose of the study was to establish the relationship between quality of student support services and students' satisfaction in Public Primary Teacher Training Colleges in Kenya on the basis of quality of library services, accommodation services, guidance and counselling services and medical services. This followed an observation that students in PPTTCs exhibit various forms of dissatisfaction with service quality. The study sought to analyse dissatisfaction with quality of student support services which are critical to

students' learning outcomes and cohesion among students and staff as well as proposing ways of improving the same.

1.5 Objectives of the Study

The objectives of the study were:

- i. To establish the relationship between quality of library services and students' satisfaction in public primary teacher training colleges in Kenya
- ii. To find out the relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya
- iii. To determine the relationship between quality of guidance and counselling services and students' satisfaction in public primary teacher training colleges in Kenya
- iv. To establish the relationship between quality of medical services and students' satisfaction in public primary teacher training colleges in Kenya

1.6 Hypotheses

The hypotheses of the study were;

HO₁: There is no significant relationship between quality of library services and students' satisfaction in public primary teachers training colleges in Kenya

HO₂: There is no significant relationship between quality of accommodation services and students' satisfaction in public primary teachers training colleges in Kenya

HO₃: There is no significant relationship between quality of guidance and counselling services and students' satisfaction in public primary teachers training colleges in Kenya

HO₄: There is no significant relationship between quality of medical services and students' satisfaction in public primary teachers training colleges in Kenya

1.7 Research Questions

The study was guided by the following research questions;

1. What is the relationship between the quality of library services and students' satisfaction in public primary teachers training colleges in Kenya?
2. What is the relationship between the quality of accommodation services and students' satisfaction in public primary teachers training colleges in Kenya?
3. What is the relationship between the quality of guidance and counselling services and students' satisfaction in public primary teachers training colleges in Kenya?
4. What is the relationship between the quality of medical services and students' satisfaction in public primary teachers training colleges in Kenya?

1.8 Justification of the Study

Like in the business sector, lately stakeholders in learning institutions are demanding evidence of quality of the services provided from various departments in order to evaluate if they are worth the investment (Tenopir, Fleming-May & Chrzastowski, 2011). Students are the most important stakeholders in the education sector thus provision of quality services for their satisfaction is vital. Although students support services are not explicitly academic, they are essential in enhancing learning outcomes as well as enhancing cohesion in learning institutions. Nonetheless, these services are often relegated to noncore services, neglected or overlooked with most institutions being biased to academic services. This may lead to students' dissatisfaction which is often expressed through poor learning outcomes and indiscipline that disrupts cohesion among staff and students. Student support services are critical for students in their pursuit of academic excellence. They also enable students' to develop a sense of belonging thus post better learning outcomes when they are provided with quality students support services (Jon, 2000).

The rationale of the research was to demonstrate how quality student support services specifically; quality library, accommodation, guidance and counselling as well as medical services are related to students satisfactions in PPTTCs in Kenya. The aim was to enable PPTTCs as a result of the study, prioritize and justify institutional investment in quality support services. The results of the study were intended to add to the body of knowledge

and shed light on quality student support services in PPTTCs in Kenya. It was also intended for continuous improvement in provision and quality of student support services in all PPTTCs in Kenya.

1.9 Significance of the Study

The study findings are expected to benefit stakeholders in PPTTCs in Kenya and other stakeholders within the education sector. The study is expected to benefit tutors and the institutional management of PPTTCs by providing insight on the quality of student support services in promoting teacher education and student teacher satisfaction. Study findings are expected to benefit those involved in institutional planning, administration, service delivery and quality assurance within the PPTTCs by revealing how significant student support services are in enhancing student satisfaction. As a result, such stakeholders may endeavour to strike a balance between academic curriculum and student support services for effective training of students into holistic teachers with capacity to develop primary school pupils into holistic learners.

Study is expected to give insights to PPTTCs on the benefits that may accrue from quality student support services and dangers that may arise if they do not provide the same to the students. The study is expected to provide much needed information to the ministry of education on funding student support services in PPTTCs. It is also expected to add to the body of knowledge on the subject for future researchers and to help the

PPTTCs to continue exploring ways to serve students in a better and more efficient manner that meets their expectations. Measurement of student satisfaction can also be useful for identifying areas of student support service in PPTTCs that are in need of improvement.

1.10 Scope of the Study

The study was limited to public primary teacher colleges in Kenya since they operate under a unified curriculum, are supported by the government and select students from the same pool. The study was conducted in seven PPTTCs. Although there are many student support services that may influence students' satisfaction in PPTTCs, the study concentrated on library services, accommodation services, guidance and counselling services and medical services in PPTTCs. Respondents of the study included; deans of students and second year students in the sampled PPTTCs.

1.11 Limitations of the Study

The limitations of the study were;

- i. Although the sample size for the study was relatively big, it may not represent the totality of all PPTTCs. In view of this, a note of caution needs to be exercised when generalizing the study findings.

- ii. Questionnaire and interview guides were used to collect the data. Respondents may have read differently into each question and responded based on their own interpretation of the question.
- iii. Students' satisfaction was the dependent variable. Due to its erratic nature, the results are likely to be different if the survey is carried out at a different time.
- iv. The study employed a cross-sectional research design. Use of a different design may yield different outcomes.

1.11 Assumptions of the Study

The following assumptions guided the study;

- i. Absence of quality delivery of library services affects students' satisfaction
- ii. Delivery of quality guidance and counselling services enhances students' satisfaction
- iii. Inadequate accommodation services enhances students' dissatisfaction
- iv. Delivery of quality medical services enhances students satisfaction and academic performance
- v. The respondents would be honest while responding to the items in the questionnaires and interview schedule.

1.12 Definition of Terms

Student support services: Refers to services provided to students to make students' life in college pleasant and to encourage academic success although are not directly related with academic success

Quality Service delivery: In the context of this research, it means efficient library services, safe and hygienic accommodation services, reliable guidance and counselling services and reliable and efficient medical services

Primary teacher training colleges: Public and private institutions of learning with the mandate to provide teacher education services in compliance with the legal and policy requirements and in light of the presumed primary education needs of student teachers and others stakeholders

Student satisfaction: A feeling of contentment and achievement that would be expressed by the student teachers through loyalty, retention, motivation and good academic grades in the event that the desired and expected student support services are provided by the PPTTCs

Counselling: Provision of relevant services and processes to help students in PPTTCs to achieve their full potential in terms of their emotional, moral, social, academic and vocational development

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter covers review of related literature, theoretical and conceptual frameworks related to the relationship between quality of student support services and students' satisfaction in public primary teacher training colleges in Kenya. The literature review was made in respect of the research objectives from which the main review themes were drawn. The themes include; library services, accommodation services, guidance and counselling and medical services vis-à-vis student satisfaction. These are preceded by the conceptual review made to comprehensively expound on the main study variables; quality student support services and students' satisfaction. The theoretical framework underpinning the study is specified and the conceptual framework which illustrates the variable interrelationships which this study seeks to investigate as reflected in the literature review.

2.2 Concept of Service Quality

According to Norbert (2007) service quality means different things to different people due to its subjective nature. As a result, different clients find different features satisfying in the same service. According to Zeithaml, Bitner, and Gremler (2006) service refers to any intangible activity that one party renders to another with the sole aim of satisfying an identified need. On the other hand, Kang and James (2004), regard service quality as the

perceived quality. This ensures that the clients remain loyal to the service provider. Further, Sultan and Wong (2010) describes service quality as a form of attitude representing a long run overall evaluation of services. According to Zeithaml and Bitner (2003), service quality refers to an appraisal that reflects the customer's opinion of specific services rendered.

Although there is no commonly agreed definition of the concept quality, it has become the most significant component in educational reforms that have been carried out in higher education institutions. The concern has been on providing quality services to meet students' expectations and satisfaction. This has been informed by the rise in students' and other stakeholders' demand for quality services to meet their expectations (Mulu, 2012).

Service quality is increasingly becoming a strategic issue in all sectors of the economy worldwide (Bergman & Klefsjo, 2003). Consumers all over the world have become more quality conscious which has led to an increase in customer demand for higher quality services. According to Lee (2004) service operations worldwide are affected by this new wave of quality awareness and emphasis. Service quality is a major concern in both public and private sectors worldwide as well as in business and service industries (Zahari, Yusoff & Ismail, 2008). It is considered as one of the topmost competitive priorities as well as a precursor for sustenance and growth of organizations (Sureshchandar,

Rajendran & Anantharamn, 2002). According to Maimunah, Kaka and Finch (2009) students' satisfaction can be predicted by three factors, namely performance of trainers, services delivery, and quality of support facilities. While agreeing on the same, Hill, Lomas and MacGregor (2003) also found out that students' service quality experience in terms of the lecturers and the quality of support services are the most significant predictors of students' satisfaction. This implies that learning institutions that seek to provide quality and satisfactory services cannot overlook quality of support services.

The interaction between service provider and consumer is critical since it influences valuation of the quality of services provided. Such encounters have a major influence on consumers' satisfaction or lack of. This is due the fact the production and consumption services are inseparable. Clients often perceive service encounters as part of the provided services along with other tangible factors such as facilities which influence their satisfaction (Harris & Baron, 2004). This is evident in guidance and counselling services whereby counselees look out for a cordial relationship with the counsellor. Lack of this can lead to dissatisfaction.

Brandy, Cronin and Brand (2002), acknowledge that assessment of service quality is a complex process. However, Maive (2003) emphasizes that assessment and management of service quality is critical for the growth and survival of any institution. Evaluation of service quality is a prerequisite of every learning institution's improvement and development process. If an institution is able to obtain access to accurate information

about the current quality level, they can take the necessary steps on what needs to be done more effectively in order to offer quality services to meet the needs or expectations of their clients (Usta & Memis, 2009). According to Hall and Arambewela (2006), service quality of an institution is evaluated based on how well the institution meets students' expectation.

2.2.1 Models of Service Quality

Various models have been used to measure service quality. The models enable management to identify quality problems and thus help in planning on how to mitigate them for quality improvement which leads to improvement in institutional or organizational efficiency, profitability and overall performance (Seth, Deshmukh, & Vrat, 2005). Among the models is the perceived service quality model (SERVQUAL) formulated by Gronroos (1984). The model is based on the disconfirmation paradigm, where the consumers compare their expectations with their perceptions. The quality of the service is determined by the outcome of the evaluation process. Gronroos (1984) claims that two types of service quality exist, namely, technical quality and functional quality. Technical quality relates to what is provided during the service process such as knowledge, tangibles and technical solutions. These are the relatively quantifiable aspects of the service, which the customer and supplier can easily measure. On the other hand, functional quality refers to how the service is provided and the interpersonal behaviours contributed by the service employee during the service encounter. It is more difficult to

measure than functional quality than technical quality (Gronroos, 1984). Further, Gronroos (2007), proposed that the gap between the expected service and perceived service is of utmost importance and that it is vital for a service organisation to keep this gap as small as possible.

The service quality (SERVQUAL) model is a multi-item scale developed to assess customer perceptions of service quality in service and retail businesses (Parasuraman & Berry, 1988). The initial SERVQUAL model consisted of ten dimensions namely;

- Reliability: How well is the service being delivered as promised
- Responsiveness: How fast is the response be given to customer
- Competence: How well does the service provider possesses the knowledge and skill needed to serve the customers
- Access: How convenient are customers able to access the service provider
- Courtesy: How approachable is the staff or the service provider
- Communication: How well does the service provider keep the customers informed
- Credibility: How well can the service provider be trusted
- Security: How well does the service provider protect the privacy of customers
- Understanding of customer: How well does the service provider make effort to understand the needs and wants of the customer
- Tangible: How well is the service provider equipped with tangible facilities to serve the customer

The model was later condensed into five dimensions which consist of 22 attributes namely;

- Tangibles: The physical facilities, equipment that is needed to provide services
- Reliability: The ability to deliver the desired service dependably, accurately and consistently
- Responsiveness: The ability to respond to customers request on time
- Assurance: The ability to convey trust and confidence to customers towards the services provided
- Empathy: The ability to show personal care and attention to customers.

Although the model has been used widely in the business world, it has been criticized for not being applicable to all service industries such as the education sector without modification (Carman, 1990). Unlike other service sectors, within the educational context students' satisfaction with quality of support services is usually uncertain and not pre-established. The model assumes customers' expectations are static when in reality they are usually erratic. Consequently, the concept of quality in traditional service literature such as tangibles, reliability, responsiveness, assurance, and empathy may not be the attributes that make a difference in the quality of students support service delivery and students' satisfaction. Due to the limitations of the SERVQUAL model, it was not used in the study on PPTTCs in Kenya.

Arising out of the critique of SERVQUAL model is the SERVPERF scale developed by Cronin and Taylor (1992). The proponent believes that service quality should be defined simply on perceptions, basing their model on the premise that it is difficult to conceptualise expectations. This led to the development of a more direct form of measurement that utilised an attitudinal rather than a disconfirmation paradigm. The SERVPERF approach requires the customer to rate only the service provider's performance in a particular service encounter. Since the model only measures perceptions, it cannot be used to assess satisfaction with tangible services such as is the case in the current study.

Another model is the Gap model of service quality developed by Parasuraman, Zeithaml and Berry (1985). The model has five distinct gaps that influence customer perception of service quality. The gaps include;

Gap 1: Customer expectation-management gap: This gap addresses the difference between consumers' expectations and management's perceptions of service quality.

Gap 2: Management perception-service quality specifications gap: This gap addresses the difference between management's perceptions of consumer's expectations and service quality specifications.

Gap 3: Service quality specification-service delivery gap: This gap addresses the difference between service quality specifications and service actually delivered.

Gap 4: Service delivery-external communication gap: This gap addresses the difference between service delivery and the communication to consumers about service delivery, i.e. whether promises match delivery.

Gap 5: Expected service-perceived service gap: This gap addresses the difference between consumer's expectation and perceived service. This gap depends on size and direction of the four gaps associated with the delivery of service quality on the marketer's side (Seth & Deshmaukh, 2005). The model was not adopted in the study due to its wide scope that goes beyond the study variables which mainly focuses on students and not college management of PPTTCs in Kenya.

A three-dimension model was developed by Lehtinen and Lehtinen (1991).The scholars proposed that service quality may be determined on the basis of three qualities namely; physical quality, interactive quality and corporate quality. Physical quality refers to the supplier's circumstances, tools, equipments; interactive quality refers the nature of the buyer's and the supplier's relationship; corporate quality means the image of the corporation as perceived by the buyer. The researchers took the opinion that the physical quality has a result and the procedure nature as well; interactive quality may clearly be connected to the procedure dimension, while corporate quality is judged by the buyer even before service delivery.

Abdullah (2006), developed the HEdPERF model having found the SERVQUAL and SERVPERF models to be biased towards industry-specific service quality but not totally suitable for assessing perceived quality in higher education. The HEdPERF model was developed to be used in soliciting students' opinions. It was developed to fill the gap by creating an instrument specific to the higher education sector. The model is an adaptation of the standard SERVPERF model whereby adopting a perceptions-only approach is used. Abdullah (2006), states that the aim of the model is to capture a context specific view of service quality in higher education, enabling the whole student experience to be measured. Despite its relevance to the study, the model assesses students' perceptions of all the services provided. It has a very wide scope unlike the current study that is biased towards students' support services only.

The Kano model of satisfaction is a theory developed in the 80's on customer satisfaction (Kano & Seraku, 1996). The model is based on three types of attributes namely; the basic or expected attributes, performance or spoken attributes, and surprise or delight attributes. The performance or spoken attributes are the expressed expectations of the customer. The basic or expected attributes are the meaning implied to the basic attributes without any major significance of worth mentioning. While the surprise and delight attributes are those which are beyond the customers' expectations. Kano model measures satisfaction against customer perceptions of attribute performance, it grades the customer requirements and determines the levels of satisfaction. The underlying assumption behind

Kano's method is that the customer satisfaction is not always proportional to how fully functional the product or service is. This means that higher quality service does not necessarily lead to higher satisfaction for all product attributes or services requirements. The theory is based on an assumption that is contrary to this study. In the study, it is envisaged that provision of quality student support services can enhance students' satisfaction in PPTTCs unlike in Kano's model which is based on the assumption that customer satisfaction is not always pegged on service quality.

The American Customer Satisfaction Index (ACSI) uses customer interviews as input to a multi-equation econometric model. The ACSI model is a cause-and-effect model with indices for drivers of satisfaction on the left side (customer expectations, perceived quality, and perceived value), satisfaction (ACSI) in the centre, and outcomes of satisfaction on the right side (customer complaints and customer loyalty, including customer retention and price tolerance). The ACSI model uses two complementary methods to measure and analyze customer satisfaction: customer interviewing and econometric modeling. Casual sequence begins with customer expectations and perceived quality measures which are presumed to affect value and customer satisfaction. The model is mainly used by market analysts, consumers and industry trade association thus it may not be appropriate for this study.

Frost and Kumar (2000) developed an internal service quality model. The model evaluates the dimensions and their relationships which determine service quality gaps among internal customers (front-line staff) and internal suppliers (support staff) within a large service organization. The gaps are as follows:

Internal gap 1: Difference in support staff's perception (internal supplier) of front-line staff's expectation (internal customers)

Internal gap 2: Difference between service quality specifications and the service actually delivered resulting in an internal service performance gap

Internal gap 3: Difference between front-line staff's expectations and perceptions of support staff's (internal supplier) service quality. This is the gap which focuses on the front-line staff (internal customers). This model is useful in accessing staff within organizations that have a client-customer relationship thus it is not appropriate for the current study whose focus is on students.

2.3 Concept of Quality Student Support Services

The success of Japanese industry in the 1970s and 1980s was attributed to the realization that quality is a significant concept that should emanate from the requirements and expectations of the customers (Bergman *et al.*, 2003). Nonetheless, Helmcamp (2015) acknowledges that although colleges are keen on ways of promoting student completion rates in America they are biased towards academic reforms with less emphasis being

placed on non-academic support services targeted to low-income students from poor background. This is also stressed by Kara & Deshields, (2004) who acknowledge that successful completion and enhancement of students' education are the reasons for the existence of higher educational institutions. Nonetheless, most college administrators are biased towards programs for attracting and admitting students and rarely consider students' satisfaction with quality of services provided as being significant. Consequently, student support services in many learning institutions are neglected which causes dissatisfaction among students. However, learning institutions which appreciate the importance of providing quality of student support services to meet students' expectations achieve their objectives more effectively.

Students' criteria for selection of academic institution for admission are dependent on quality of services provided. Veloutsou, Lewis and Paton (2004) found that students use quality as the prime criteria to select an institution for admission and education. Low (2000) also concurred that provision of better quality services is key source of attracting, satisfying and retaining students. Service quality has a bearing on financial resources, security of job and viability of educational institution. According to Yeo (2009) higher learning institutions may fail to meet students' expectations of service standards. This is mainly due to ignorance of what students' expect or want that can impede the delivery of

quality services. Institutions should therefore adjust to cater for the shifting needs of their most important customers; the students.

Apart from providing quality academic services, Wiers-Jessen, Stensaker and Groggaard (2002) assert that the quality of student support services is very essential in achieving student's satisfaction. However, rarely do institutional managers seek to improve student support services. Although successful completion and improvement of students' education are the reasons for the existence of higher educational institutions, college administrators tend to focus disproportionately more time on academic programs for attracting and admitting students rather than ensuring their satisfaction with support services provided (Gruber, Reppel & Voss, 2010). Understanding quality of support services offered in learning institutions is critical because it enables institutions to attract, retain students and also to expect prospective students to seek admission in the institution (Vatta & Bhatara, 2013). Any education institution that seeks to gain competitive edge should search for effective and creative ways to attract, retain and develop stronger relationships with students by offering quality support services.

Apart from providing quality academic services, Wiers-Jessen, Stensaker and Groggaard (2002) assert that the quality of student support services is very essential in achieving student's satisfaction. However, rarely do institutional managers seek to improve student support services. As reflected in Lyles' (2005) study, student support services can be

academic (formal) or social (informal). Such services involve several activities such as; financial aid, student welfare support, sports and recreation, student community service, library services, innovative learning support, support for special interests, library services among others. These services have a significant influence on students' achievement and thus may guarantee their satisfaction (Dungy, Komives & Woodard, 2003; Prebble *et al.*, 2005).

Students evaluate service quality by comparing what they expect against what they are really getting. Institutions stress on service quality because it plays a major role in enhancing competitiveness in terms of attracting new students and enhancing cordial relationship with continuing students (Ugboma, Ogwube & Nadi, 2007). According to Brady, Cronin and Brand (2002), determining quality of student support services is a complex process. Despite this, Maive (2003) emphasizes that management of student support services is critical for the growth and survival of any learning institution. Quality student support services are a prerequisite of every learning institution's improvement and development process. If an institution is able to obtain access to accurate information about the current quality level of such services, they can take the necessary steps on what needs to be done more effectively to enhance satisfaction of students who are the recipients of the services (Usta & Memis, 2009). According to Hall and Arambewela (2006), service quality of an institution is based on how well the institution meets students' expectations. Learning institutions which appreciate the importance of

providing quality of student support services achieve their objectives more effectively (Kara & DeShields, 2004).

Assessment of service quality in the field of education and higher learning institutions is an important parameter of educational excellence. Alves and Raposo (2010) established that a positive perception of service quality has a significant influence on students' satisfaction. Satisfied students attract more students through word-of-mouth communication which is a powerful marketing strategy. Quality service delivery is regarded as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. In view of this, association between quality student support services and students' satisfaction is a topic of significant and strategic concern in higher learning institutions. This is because students' perception of the quality of support service is a precursor to their satisfaction (Spreng & Mckoy, 1996). Student support services are also important in enhancing better academic outcomes for students as affirmed by Dungy, Komives & Woodard 2003; Lyles, (2005). There is a positive correlation between students' perception of student support services and students' satisfaction in the higher educational settings Ham and Hayduk (2003).

With complex student education needs in the now competitive education sector, higher education institutions such as primary teacher colleges should offer quality student support services consistent with stakeholders' expectations. Institutions should also take cognisance of the fact that students are becoming more demanding. They require an

enabling and complete study environment that will assure them employment after graduation (Asif & Searcy, 2014; Yeo & Li, 2013). In view of this, provision of quality student support services is a critical tool for addressing students' varied expectations.

Winsted (2000) asserts that service providers are only able to deliver service encounters that will satisfy customers if they know what their customers want. In light of this, if tertiary institutions know how their students perceive the student support services offered, they may adapt their services to a certain degree which would have a positive impact on students' levels of satisfaction. The service quality in the field of education and higher learning particularly is an important parameter of educational excellence. Positive perception of service quality has a considerable influence on students' satisfaction since satisfied students would attract more students through word-of-mouth communication (Alves & Raposo, 2010). Further, Ahmed and Nawaz (2010), stress that service quality is a key performance measure of educational excellence and is a main strategic variable for higher learning institutions.

Institutions gain students' satisfaction through delivery of excellent services. Thus it is worth noting that students' satisfaction is a manifestation of the desired and expected quality in education service delivery. Students' expectations are also a reflection of the societal education needs Hishamuddin, *et al.* (2008). In view of this, Palacio, Meneses and Perez (2002) argue that students have such expectations even before joining any

institution of learning. Since teachers are an important component of education whose services are significant in the realization of Kenya vision 2030, (Bunyi *et al.*, 2011) notes that service quality of primary teacher education is fundamental. Teaching according to Hough and Duncan (1997) is a human activity and a unique profession in which the teacher should promote learning and welfare of learners by providing them with quality student support services.

Institutions which provide higher education services should not only focus on meeting the study requirements of students but also exceed these requirements by offering quality student support services in order to satisfy students in a holistic manner. This changing trend is common in countries which previously followed tuition based model of studies (DeShields, Oscar, Kara, & Kaynak, 2005). Higher learning institutions regard students as clients whose need for holistic education must be met to ensure students are satisfied.

A study by Kimani, Kagira and Kendi (2011), sought to establish business students' perception of quality of service provided by public and private universities in Kenya. As a comparative study, it aimed at understanding how various factors or dimensions of service quality affect students' perception within a university setting. The comparison was between two public and two private universities located in rural and urban settings in Kenya. A survey design that was cross sectional nature was used to assess business students' perception of service quality. A 7-point likert scale questionnaire was used. It

contained 73 statements about university administration, lecture halls, students' cafeteria, library, residential halls, switch board, student support, academic staff, general institution and students' welfare. The questionnaire also contained statements about overall quality of the institution, students' feelings about the institution and their future visits in addition to the background data of the respondents. A total of 424 questionnaires were used for analysis. Findings indicated that most university students were positive about the quality of services they received in their respective universities with overall mean scores being above average. The important dimensions that determine service quality in Kenya universities were administrative quality, academic quality, programs quality, student support, and availability of resources. The comparative analysis indicated that the rural private university perception was most positive leading with an average score of 5.25 followed by urban public university (4.42), urban private university (4.22) and rural public university (4.07) in that order on a scale of 7.0. Although the study was carried out in learning institutions, it was a comparative study based on private and public universities thus the plight of PPTTCs with regard to service quality was not addressed hence the institutional gap.

A study on service quality in tertiary education institutions in Zetech College sought to highlight students' expectations about the quality of tertiary education services they received. It also examined the service quality levels and determined the size and direction of the gap between students' perceived service quality and service expectations. Ex-post

facto research design was used. Stratified random sampling was used to select one hundred and twenty two (122) students out of five thousand one hundred and twenty four (5124) Zetech college students taking course for seven (7) examination bodies. Descriptive statistics were used for data analysis. The researcher found out that there was 85.5% students' expectations on service quality with 62.5% of services offered being below what students expected in terms of service quality. There were -2.41 deviations in service quality from the students' service quality expectations (Mputhia, 2014). Although the study was conducted in a learning institution in Kenya, it was based on a private college offering business programs thus it has an institutional as well as a methodological gap. Findings of the study cannot therefore be related to PPTTCs which offer training in primary teacher education.

2.3. Concept of Student Satisfaction

There is no consensus on the definition of student satisfaction (Elliott & Shin, 2002). Nevertheless, various scholars concur that student satisfaction in higher education is an antecedent of outcomes such as student retention, timely graduation, emotional wellbeing, and post-graduation success. They also agree that students are the single most important stakeholders in any learning institution thus their satisfaction is paramount. According to Elliott and Healy (2001), student satisfaction is a short-term attitude based on students' assessment of their experiences with the education services provided. Zeithaml (1988) asserts that students' satisfaction can be used to measure how well and

effective an institution administrates itself as well as its educational system. Assessment of service quality and student satisfaction colleges should not be limited academic dimension. It should include both academic and students' support services dimensions that students are exposed to when studying at an institution. The latter are equally critical to students and also impact on their academic outcomes.

According to Arambewela and Hall (2009), Student satisfaction is a major challenge for higher education institutions. It is also regarded as the major source of competitive advantage since it leads to student attraction, retention and the spread of positive word of mouth communication by satisfied students. Abdullah (2006) reiterates that higher education institutions have to incorporate student satisfaction as a critical component of their management alongside their core business of teaching and research. Students should therefore be regarded as clients or consumers of the education process.

Students' satisfaction is critical in any institution that seeks to gain loyalty and positive perception from learners. Research in student satisfaction gained prominence in higher education over the last two decades. This is attributed to the key role that quality education system plays in providing qualified, highly skilled and well trained manpower for the labour markets (Tahar, 2008). The measurement of student satisfaction is a useful tool useful in higher institutions of learning. It enables them to pinpoint their strengths and identify areas for improvement. Student satisfaction ratings go beyond teaching

assessments to include broader aspects of the student learning experiences such as the student support services provided. Researchers contend that students who are charged tuition fees behave more like customers and therefore expect satisfactory services. This increasing view among many students as service consumers of higher education services is the reason why institutions of higher learning regard students' satisfaction as their core business (Thomas & Galambos, 2004).

Institutions which are committed to having a good image with external stakeholders such as parents, employers, and the wider society should also commit resources to meet students' needs and expectations. This can only be done by providing quality services which meet students' expectations. In return, students become a source of pride for the institution (Ahmed, Nawaz, Zulfqar, Zafar, Shaukat, Usman *et al.*, 2010). This is also affirmed by Tsiotsou & Goldsmith (2012) who stated that satisfaction is relative to different recipients of services. As many scholars have established, some customers may not appreciate some services as much as others would. This should therefore prompt the service provider to customize their services to fit the expectations of specific clients where possible. Moreover, Thomas *et al.* (2004), argues that due to stiff competition in higher education sector, student satisfaction is an important component of quality assurance. According to (Ratria, Harimukti, 2012; Thomas *et al.*, 2004), students should be treated as buyers of the services provided by the colleges because they pay tuition fees. Student services play a major role in supporting the core service of students'

learning experiences. It is therefore important for colleges to commit themselves to provide quality student support services to enhance students' satisfaction.

Initially, higher learning institutions set up satisfaction surveys to help administrators monitor teaching quality and to help teaching staff improve on their teaching. Currently satisfaction surveys are being used in more ways such as in evaluating student support services provided in colleges and to consider student opinions on the social aspects of college experiences (Kulik, 2001). This was informed by the realization that student satisfaction is not limited to the curriculum only. It also entails provision of quality student support services to enhance students' learning experiences and outcomes (Russell, 2005). Student satisfaction is positively related to student loyalty, corporate image, corporate reputation and brand reputation (Johnson & Gustafsson, 2000). Students' satisfaction with service delivery also determines their intention to recommend the course to others (Marzo *et al.*, 2005). In this regard, student satisfaction has become an extremely important issue for higher learning institutions and their management.

Various scholars attest to the fact customer satisfaction leads to not only customer satisfaction but also customer loyalty. This is justified by the fact that people tend to minimize risks by seeking goods and services from service providers whom they already had good experience with. Customer satisfaction is therefore regarded as an antecedent of loyalty (Coelho & Henseler, 2012). Furthermore, once customer satisfaction is

achieved, loyalty improves dramatically (Heskett, Jones, Loveman, Sasser & Schlesinger, 2008). In view of this, it can be argued that satisfaction is critical for customer loyalty to be attained.

A study by Rahim (2017) sought to establish the linkage between customer satisfaction and loyalty in Nigerian domestic airline industry. The study adopted correlation research design to elicit information via questionnaire from 600 domestic air passengers drawn through convenience sampling technique. The data obtained from the respondents were analysed with Pearson correlation analysis, linear regression, and One-way analysis of variance. Based on 383 completed data, the results provided support for the association and influence of customer satisfaction on customer loyalty. The study also found out that frequent air travelers displayed more loyalty tendency towards airline carriers compared to non-frequent air passengers. Although the study did not incorporate quality as a variable, it brings to the fore the fact that customer satisfaction leads to loyalty. Nonetheless, it has methodological and institutional gaps.

2.4. Service Quality and Students Satisfaction

There is no specific definition of what constitutes quality service delivery in teacher education. However, this virtuous requirement of teacher training can be spelt out from several but related individuals' perspectives. According to Guo (2005) service quality refers to teacher training that integrates the required facilities and services to enhance

acquisition of knowledge, skills, values and attitudes desired and expected of teacher trainees.

Although there is no consensus about the meaning of service quality, it has become a major component in higher education policy. This is mainly informed by the rising expectations from internal and external stakeholders of learning institutions especially students worldwide (Mulu, 2012). In this regard, for institutions to progress and meet students' expectations, their preferences and quality perceptions about services offered by the institution should be assessed and addressed by the management of the institute (Palacio, Meneses, & Perez, 2002)

According to Nurminen (2007) cost is not the main reason that causes customer dissatisfaction. The former arises from offering low quality products and services to customers. Therefore, customer satisfaction assumes a very important part of any enterprise. PPTTCs as service providers are therefore obliged to provide quality student support services to enhance students' satisfaction as well as institutional competitiveness.

Most studies conducted on service quality and students' satisfaction are silent about levels of satisfaction among medical students. A study to investigate the same was carried out by Redhwan, Al-Naggar, Yuri (2013) in Malaysia. The objective of this study was to fill the gap in the knowledge gap. A cross sectional study was carried out at the International medical school, the Management and Science University of Malaysia. A

total of 200 medical students participated in the study through random sampling. The questionnaires used in this study consisted of socio-demographic questions and questions about the existing academic system. The study found that, although students are satisfied with certain academic aspects, there was need to urgently address areas of concern as indicated by the students. The main concerns were the need for improvement of service quality by providing digital library and career counselling, findings of the study allude to the fact that students need more that class work in terms of guidance and counselling services as well as improvement of library services. In view of this, students satisfaction can only be met by addressing all aspects of their school life.

Poturak (2014) investigated overall service quality of private higher education institutions in Bosnia and Herzegovina and its effect on students' satisfaction as well as quality of services provided and students' satisfaction. Questionnaire was used for data collection and distributed to 300 respondents. Descriptive research design was employed and data were analyzed by use of descriptive statistics in order to get students perceptions about service quality in the institutions. Findings of the study showed that students have positive opinion about the service quality in the private institutions thus they were satisfied with service quality provided. The institutions that are used as a sample in this research have to design and put into practice quality standards and system and constantly check it with the aim to raise the quality of education and achieve competitive advantage on quickly rising institutions in private sector. The study attributed service quality to

improvement in quality of education as well as competitive advantage. Nonetheless, the study was conducted in private universities thus it has an institutional gap.

According to Dunja (2017) students' satisfaction with quality services is imperative in higher education institutions. It makes the latter more competitive in the higher education marketplace which gives them an added advantage in terms of attracting and retaining students. Most scholars concur that evaluation of service quality in higher education can provide an important contribution and inputs which may be useful for management, staff and faculty members to continue improving the quality of student support services to the required quality standards. The result of the improvement effort ultimately benefits the students. Furthermore, measuring service quality and students' satisfaction is critical because it informs institution managers on areas that need of improvement (Ham, Johnson, Weinstein, Plank & Johnson,2003).The information generated also guides in prioritization of performance improvement which is later reflected in among other areas; resource allocation, training and development of staff and improvement of communication process.

Service quality is considered to be a precondition for establishing and sustaining satisfying relationship with clients. Many learning institutions stress on service quality due to their significance in enhancing competitiveness especially in attracting new students and enhancing relationship with students in the institution (Ugboma, Ogwude,

Ugboma & Nadi, 2007). Service quality is a precursor to students' satisfaction. Given that various factor influence students' satisfaction, an investigation of student support services is vital since they are very critical to learners while in the institution in terms of their academic performance as well as their relationship with academic staff.

Student satisfaction is vital in informing higher learning institutions on how to progress towards development and excellence. In view of this, institutions should listen to students in order to improve the worth and quality of support services (Shauchenka & Eugenia, 2010). Private universities in Kenya operate in a competitive environment. Knowing how to satisfy their students who are their primary customers is important because it can lead to future business. The relationship between service quality and student satisfaction is important because if it is understood properly it can enable the right decisions to be made about service quality that leads to increase in students' satisfaction. The study was carried out to find out whether there is a relationship between service quality and student satisfaction of private university students in Nairobi County. Students were interviewed through a survey that was based on higher education service quality model HeDPERF. Findings of the study established that service quality is positively related to student satisfaction (Ntabathia, 2013). The study was conducted among university students and it adopted HeDPERF model thus it has institutional and methodological gaps.

Archambault (2008) asserts that there is a positive relationship between service quality performance and as well as satisfaction and student retention. Learning institutions have

an obligation to manage all aspects of quality of their services to students which translates to student satisfaction. Quality service delivery in teacher education entails providing student teachers with pedagogy and non pedagogy services grounded in values and beliefs that lead to positive teacher-student relationships based on high standards of professional ethics (Helen, 2011). Furthermore, Firdaus (2005) asserts that none academic services are critical indicators of service quality in all learning institutions. In view of this, Yeo (2008) cautions that tertiary institutions may fail to improve service standards by ignoring what students expect or want in terms of students' support services. Learning institutions should therefore adjust to cater for the shifting needs of students.

In the context of this study, student support services in teacher training colleges comprise of accommodation services, medical services, guidance and counselling as well library services. These services play a critical and complementary role in students' overall experience and satisfaction with services provided. Sultan and Wong (2010), define quality student support service delivery as an attitude representing an overall evaluation of student services rendered. Further, Parasuraman and Zeithaml Berry (1985), describes quality students support service delivery as the comparison of expected service and perceived service performance. Accordingly, an expectation that cannot be fulfilled in an institution is the key factor for students' dissatisfaction (Alridge & Rowley, 2001).

To assess level of student satisfaction with services offered by Pakistani universities, a survey was conducted to compare possible differences in terms of level of satisfaction across gender and various programs/disciplines provided. Structured questionnaires were used for data collection. Convenience sampling was used to come up with a sample of 401 students. Ten major constructs i.e. teaching, administrative/management support, transportation, library, computer labs & general labs, accommodation, medical; sports, prayer/religious facilities, and class room facilities were examined. Mean analysis reflect student dissatisfied with many core services & facilities like teaching, administrative support, library, laboratories, accommodation, medical, and sports services. Satisfaction was reported only in three augmented areas like transportation, class room and prayer facilities. There was no significant difference of opinion among male or female respondents. Overall, satisfaction level is low and results indicate dissatisfaction of university students on educational services offered by Pakistani universities (Muhammad, Abbasi & Imdadullah, 2011). The study had a wide scope and only questionnaires were used for data collection. In this regard, the study has a methodological and contextual gap.

A study investigated students' perceptions of service quality at the University of Manchester. Data was collected from undergraduate students through focus group discussion. Importance-performance analysis was used to examine the data. Findings from the study indicated that perceptions of different service quality characteristics are

complex, varying in terms of importance and performance, whilst also displaying disparity between different academic year groups. Nevertheless, a set of ‘core’ characteristics were uncovered, which all students deemed important to their university experience, regardless of which academic year group they were part of (Beaumont, 2012). The study was limited to focus group discussion as the tool for data collection and was conducted among university students thus it has a context and institutional gap.

A study by (Alak and Alnaser, 2012) examined the relationship between service quality dimensions and overall service quality (tangibility, responsiveness, reliability, assurance and empathy) with students satisfaction. Self-administered questionnaire was used in the study to collect the related data in order to establish the relationship between service quality and student satisfaction in higher education. Data were collected based on the original SERVQUAL instrument by distributing 301 questionnaires among conveniently selected undergraduate students in the Faculty of Business at the University of Jordan. Findings of this study showed that the assurance and the reliability dimensions of service quality were the two most important dimensions and had significant positive relationship with student satisfaction.

PPTTCs are meant to provide quality education service which according to Hishamuddi *et al.* (2008) can only be determined by students’ satisfaction. In teacher education literature, students are the customers because they are the consumers of education (Eagle

& Brennan, 2007; Elassy, 2013). According to Alexander, Lori, Elaine and Jennifer (2000), student satisfaction is a state felt by students as recipients of education that is expected to fulfil their learning and development needs. Generally, Wilkins and Balakrishnan (2013), define student satisfaction as the feeling of achievement by a student as a customer of a learning institution from overall education services and experiences.

A study on relationship between service quality, corporate image and customer satisfaction was guided by a positivist paradigm. A cross sectional sample survey was used to collect data from stratified randomly selected respondents. Factor analysis was used to determine potent service quality dimensions in universities. Analysis of Variance (ANOVA) test was used in comparative analysis, linear regression analysis was used to test the research hypotheses and hierarchical regression analysis was employed to ascertain the predictive power of the service quality dimensions on customer satisfaction. The study established the existence of significant differences in dimensions of service quality that influence customer satisfaction between public and private university students along the four service quality dimensions. Despite the fact that various factors may affect students' satisfaction, a statistically significant relationship was established between service quality and student satisfaction (Owino, 2013). Findings of the study affirm that the type of institution notwithstanding, quality of service is critical to

students' satisfaction. However, the study was conducted in a university thus it has institutional and methodological gaps.

Asaduzzaman, Hossain and Rahman (2013) examined the relationship between service quality dimensions and overall service quality (tangibility, responsiveness, reliability, assurance and empathy) and students satisfaction. The study also examined critical factors in service quality dimensions (tangibility, responsiveness, reliability, assurance and empathy) that contribute most to the satisfaction of the students. Questionnaire was used for data collection from 550 undergraduate Business Students from Private University institutions, Dhaka City, Bangladesh. All the respondents were undergraduate students. The study established that there is a significant correlation among all the constructs with student satisfaction. The study reaffirmed the relationship between service quality and students' satisfaction. However, the study was based on university students and it adopted the SERVQUAL model. In view of this, it has an institutional as well as a methodological gap.

Quality begins with education inputs that determine the levels of preparation, professional knowledge, non pedagogical skills, qualifications and experience (Robert, Cesare, Steve & Lee, 2014). Quality service delivery from a pedagogical perspective refers to the desired teacher education in which teacher trainees are given the technical ability to develop consistent capacity to carry out tasks with accuracy Prasad (2007).

Quality service delivery from a broad perspective is synonymous with the totality of inputs, processes, activities and procedures required for the teacher education programme that prepares a student teacher into a holistic teacher Rajib (2014).

Various studies have been conducted on service quality and customer satisfaction mainly in marketing and management fields for the past three decades. Despite this development, limited research has been done in education sector more so on quality of student support services and students' satisfaction particularly in PPTTCs in Kenya. Scholars argue that service quality is a critical prerequisite for ensuring the satisfaction of clients. It ensures that customer loyalty is sustained (Spreng & Mckoy, 1996). Students entering colleges are heterogeneous in terms of their orientation therefore they differ in what they would value in terms of the support services provided (Irene & Jeannie, 2008). It is incumbent upon college management to explore students' perceptions of support services provided in order to avert dissatisfaction.

Students' satisfaction with service quality is a key determinant of an institution's survival in a competitive environment and excellence in educational outcomes (Nek Kamal, Azman, Zubrina & Salomawati, 2009; Muhammad, Rizwan & Ali, 2010). In every educational institution, the student is the consumer and the most important stakeholder whose satisfaction the institution must seek to maximize (Shekarchizadeh & Hon-Tat., 2011). A study in the higher education setting by Ham and Hayduk (2003) showed that

there is a significant positive correlation between service quality and students' satisfaction. Many researchers have found strong links between service quality and customer satisfaction (Sureshchandar, Rajendran & Anantharaman, 2002; Ooi, Lin, Tan & Chong, 2011). Failure by an institution to meet students' expectations is the key factor for students' withdrawal from learning institutions (Alridge & Rowley, 2001). In view of this, DeShields, Kara, and Kaynak (2005), recommend that a market-oriented approach should be employed in provision of services to students of higher institutions in order to sustain a competitive advantage.

The service industry has gone through drastic changes with the education sector not being an exemption. As a result, provision of quality services has been an issue of great importance. A study on quality of services offered in the education sector from the students' perspective was conducted by Khan, Ahmed and Nawaz (2011) using the SERVQUAL model whereby the five dimensions of; assurance, empathy, reliability, tangibility and responsiveness were assessed. Findings from the study unveiled that there is a significant relationship between dimensions of service quality i.e. reliability, assurance, responsiveness and empathy with satisfaction. However, tangible had an insignificant relationship with student satisfaction. The study also established that higher level of students' satisfaction contributed to students' willingness to put great efforts towards their studies in order to post better outcomes. Thus satisfied students are likely to have better learning outcomes and vice versa. Findings of the study reinforce the

conceptual framework of the study. However, the study was conducted in a college of commerce in Pakistan hence the institutional gap.

A study on satisfaction in the utility industry (Telecom) in Ghana sought to examine the relationship between service quality and customer satisfaction. The study adopted the SERVQUAL model as the main framework for analyzing service quality. Multiple regression analysis was used to examine the relationships between service quality variables and customer satisfaction. The target population of the study comprised 7,621 clients of Vodafone in the Cape Coast Metropolitan area. The sample size was determined using Hair, Bush and Ortinau (2002) sample size determination formula. Simple random sampling method was used to collect the data. The main instrument for data collection was the questionnaire. The questionnaire was developed based on the stated hypothesis and also based on the SERVQUAL model. Both open-ended and closed-ended questions were used. The results showed that all the service quality items were good predictors of customer satisfaction. The study employed a different approach in data analysis from the current study, it adapted the SERVQUAL model and it entailed service quality and customer satisfaction in a utility industry thus creating an institutional gap.

David (2013) examined the service quality and customer satisfaction of the top 14 United States of America airlines from 2007 to 2011. Data was derived from the department of

transportation air travel reports. The objectives of this study were to compare customer satisfaction and service quality with respect to airlines quality dimensions and subsequently to determine the relationships between the dimensions of service quality and passengers' satisfaction on airlines services. Data were on the following measures: percentage of on-time arrival, passengers denied boarding, mishandled baggage and customer complaints. Using a quantitative research method, Microsoft Excel version 2010 was used to analyze the data using percentages, mean and standard deviation. Results indicated that while the traditional carriers are converging toward a higher level of service quality using the four measures, there continues to be significant variation. In this study the service quality of low cost airlines was generally found to be higher than that of traditional legacy airlines. The research gap in the study is that it was based on airlines and mainly used descriptive statistics in analysing data. Data was also derived from secondary sources thus findings may not be compatible with the current study.

A study on the relationship between university facilities and students' satisfaction in Setia Budi University Indonesia, established that when the quality level of the facility and service quality decreases, the satisfaction percentage also decreases. A positive correlation between quality of facility level and service level towards satisfaction was established (Ratria et. al, 2012). A study by Naser (2014), examined the experiences of health administration colleges in the application of service quality standards and the effect of those standards on student satisfaction. A questionnaire was used for data

collection. The questionnaire was distributed to 490 students in four colleges and the Statistical Package for Social Sciences (SPSS) was used for data analysis. The study produced several findings including that health administration colleges are applying quality service standards at medium levels and that applied quality service standards affect student satisfaction levels. Although the findings of the study concur with several findings, the study was conducted among health service administration students thus it has an institutional gap.

Jalal *et al.* (2011), evaluated students' satisfaction with services provided among 360 Malaysian university students. The study adopted Parasuraman's SERVQUAL tangibility, reliability, responsiveness, assurance, and empathy dimensions. The findings generally indicate that the majority of students are satisfied with the facilities provided by universities. In general, the results indicate that all the five dimensions of service quality were correlated with student satisfaction. The study was not only conducted in Malaysia but also among university students unlike the current study. It was also aligned to the SERVQUAL model thus it has a methodological gap.

Attracting and retaining students as well as generating revenue have become increasingly important in the higher learning institutions worldwide. Quality of services provided and students' satisfaction are thus critical for learning institutions. In view of this, Khodayari and Khodayari (2011) conducted a study to measure service quality in Islamic Azad

University. The study employed two Questionnaires with 22 questions with seven-point Likert scale as research tools to measure the perceptions and expectations of perceived quality. Factor analysis was used for validity of the constructs for the subsequent analyses. Scale items were retained for testing reliability and construct validity. The findings were then tested using a survey study. Findings showed that gap between student`s perceptions and student`s expectations was evident thus students are dissatisfied with quality of services. The study was conducted in a university and only used questionnaires to collect data. The study thus has an institutional and methodological gap.

A study on commercial banks in Jordan sought to examine the level of service quality as perceived by customers. Service quality was measured based on modified version of SERVQUAL as proposed by Parasuraman *et al.* (1988). Customer satisfaction was measured using a nine item tool adapted from Walfried *et al.* (2000). Questionnaires were distributed randomly to 260 customers of commercial banks branches located in thirteen commercial banks in Jordan. Multiple regression analysis was employed to test the impact of service quality on customer satisfaction. The results of the study indicated that service quality is an important antecedent of customer satisfaction (Anber & Shireen, 2011). The study was not only based on a commercial enterprise, it was also carried out in Jordan thus it has an institutional gap.

A research conducted in a bank in Tehran, Iran in 2009/2010 aimed to determine the quality of services offered by Sepah Bank. It also sought to study the relationship between the service quality, satisfaction and loyalty. The service quality standard model was used to evaluate service quality. 147 customers of the bank were sampled. The results of the research showed that customers' expectations were higher than their perceptions of the bank's operation and that the quality of offered services is low (Rahim, Osman & Ramayah, 2010). Although the study provides profound information on service quality and customer satisfaction, it was carried out in a foreign bank thus the findings cannot provide insights to the study on PPTTCs in Kenya.

Hishamuddin, Azleen, Rahida and Mohd (2008) examined the relationship between service quality dimensions and overall service quality in private higher institutions in Malaysia. The study employed the SERVQUAL model. Moreover, the study also examined critical factors in service quality dimensions; tangibility, responsiveness, reliability, assurance and empathy that contribute most to the satisfaction of the students. This study was conducted using a set of questionnaires to 200 bachelor degree students from two private higher education institutions. Findings indicated that there are significant and positive relationship between tangibility, assurance, reliability, responsiveness and empathy and overall service quality to students' satisfaction. From the output, empathy had the strongest relationship with satisfaction followed by assurance, tangibility, responsiveness and reliability. The relationship between tangibility

and student satisfaction is $r=0.568$ meaning that tangibility has a moderate relationship toward satisfaction similar with assurance ($r=0.582$), reliability ($r=0.555$) and responsiveness ($r=0.556$). Only empathy showed a stronger relationship with satisfaction with $r=0.640$. The relationship between overall service quality and students' satisfaction is 0.653 meaning that the relationship is stronger than moderate. The results also indicated that all the dimensions are highly correlated and that they have a significant relationship with students' satisfaction. The study was based on private institutions unlike the current study that sought to establish students' satisfaction with supplementary services in public teacher training colleges. It was also confined to the SERVQUAL model thus findings were restricted to the provisions of the model unlike the current study that used researcher's tailor made tools.

Suzana and Sanja (2013) carried out a study on the relationship between service quality and customer satisfaction in the hotel industry in Croatia. Data were collected using self-administered questionnaire. Perceived service quality was measured using a modified SERVQUAL model. Questionnaires were distributed to domestic and international hotel guests. Descriptive analysis, factor analysis, reliability analysis, correlation analysis, and multiple regression analysis were performed to analyze the data. Factor analysis findings identified four dimensions of perceived service quality, namely reliability, empathy and competence of staff, accessibility and tangibles. Multiple regression analysis showed that reliability, accessibility and tangibles had a significant and positive effect on overall

customer satisfaction. On the other hand, empathy and competence of staff positively influenced hotel guests' satisfaction although the impact was not statistically significant when other dimensions were involved. These results indicated that hotel service quality is indeed a significant predictor of customer satisfaction. The study was based on the hotel industry in Croatia thus the findings do not provide insights to support services and students' satisfaction in PPTTCs in Kenya.

A study on service delivery at a University of Technology in South Africa used quantitative research design. It adopted a SERVQUAL model adapted to a tertiary environment containing five dimensions of service quality namely; tangibles, responsiveness, empathy, assurance, and reliability. A convenience sampling technique was applied. Data were collected from 280 respondents at the Durban University of Technology. Findings revealed that on average, customers had high expectations in tangibles, reliability and assurance dimensions and their highest perceptions were found in the assurance dimension (Paul, 2014). The study was based on a university thus findings cannot be related to PPTTCs in Kenya due to the institutional gap.

Mbuthia, Muthoni and Muchina (2013), conducted a study aimed at determining the hotel guest experience against perceived quality and the effect on guest satisfaction that was contextualized as emotional satisfaction. Descriptive survey design was adopted for the study. Cluster sampling was applied to select the hotels from which customers were

derived. Data was collected by use of self-administered questionnaires to 182 guests. 26 items were used to measure perceived service quality using a seven-point Likert-type scale for their responses. The study found out that tangibility as a service is rated highly. However confidence and communication dimensions of quality scored low means hence had low rating. The study revealed moderate influences of quality dimensions such as reliability, responsiveness and communication on service quality. The study relied on the SERVQUAL model and was based on the hotel industry thus it has both methodological and contextual gaps.

Kontic (2014) sought to investigate the potential to apply the SERVPERF scale for assessing service quality during the Bologna Process and Higher Education reform in Serbia. The research sample consisted of 109 students of a Faculty of Management at one Serbian University. The questionnaire was designed based upon the SERVPERF survey. Findings of the study revealed a change of proposed scale, especially in the dimension of responsiveness. According to the students, the most important dimensions were assurance and reliability, followed by responsiveness and empathy. Students' perceptions of responsiveness were the different across gender. The perceptions of service quality elements change over a period of study, with reliability elements having increasing importance. The study was informed by the SERVPERF scale and was conducted in higher learning institutions in Serbia thus it has a methodological and context gap.

Institutions worldwide use more creative ways to satisfy the student's needs and preferences. With the rapid expansion of education sector in terms of private institutions, private universities, academies and institutions have mushroomed. A study on factors influencing students' choice of institution in Egypt was conducted (Asfour, 2015). Self-administered questionnaire was used to collect data among 375 randomly selected students. Findings from the study showed that Egyptian students select the educational university or institution according to five factors, personal factor is the first important criteria and subsequently financial aid and procedures, academic quality and facilities, then campus specification and finally socialization needs. This study also shows that demographic factors and background of parents and families also affected students' preferences and satisfaction in Egypt. The study was conducted in universities thus it has an institutional gap.

Over the last 15 years, there has been rising competition among private universities in Ghana. A study on students' satisfaction with services rendered adopted a descriptive survey approach to conduct the study in Methodist University College. A modified Penn State student satisfaction questionnaire was used to collect data from 428 students who were randomly selected for the study. Findings of the study indicated that the following facilities and services should be improved to enhance students' satisfaction; more lecture halls, sanitation facilities, improvement in lecturer-student relationship and online registration (Tsedzah, Adzoa, Darko & Theresa, 2015). The study unveiled that students'

satisfaction is affected by numerous factors however, the study was based on private universities in Ghana thus it has an institutional gap.

A similar study in the Xiamen University in China examined how various variables influence students' satisfaction. The variables of the study were; academic aspects, non academic aspects, costs, industry link, reputation among others and how each of the variables influence students' satisfaction. Questionnaires were used for data collection. Findings of the study showed that the overall quality of service is influenced by all the variables (Huang, 2010). This study also affirms that students' satisfaction should be examined holistically in learning institutions since every service is vital in the overall students' satisfaction. The study was however based on a university thus it has an institutional gap.

A study by Abbasi, Malik, Chaudhry & Imdadullah (2011) measured the level of students' satisfaction with services offered by Bahauddin Zakariya University (BZU). The survey was guided by structured questionnaire which were administered through convenience sampling to 401 students. Data were collected from eighteen different disciplines and/or programmes. Ten major constructs i.e. teaching, administrative/management support, transportation, library, computer labs and general labs, accommodation, medical, sports, prayer/religious facilities, and classroom facilities were used. Mean analysis reflected students' dissatisfaction with most services more so student support services such as; library, accommodation and medical services. There

were no significant differences of opinion recorded between male and female respondents. Overall, satisfaction level was alarmingly low and results indicated dissatisfaction of university students with educational as well as student support services. The outcome of the study implies that quality of student support services impacts on their overall satisfaction. In this regard, to enhance satisfaction, a holistic approach should be put in place to ensure that quality of both academic and support services is not compromised. However, the study has institutional bias since it was conducted in a university.

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According to Akpoiroro *et al.* (2015), students' concern with quality of student support services is not confined to PPTTCs in Kenya. Increased student riots in South-South Nigeria universities have generated national concern in recent times. Undergraduates in three south-south universities rioted against the authorities due to dissatisfaction with poor quality of services offered. Their main concerns were poor services in library, hostel and medical service delivery among others. Documented instances include the cases of Universities of Calabar in 2011 and Port Harcourt in 2012 (Uyo, 2013). Study findings affirm that quality of student support services cannot be underrated.

Mwongoso, Kazungu and Kiwia (2015) studied quality of services offered by at Moshi University College of Co-Operative and Business Studies (MUCCoBS) through SERVQUAL model. The cross-sectional and explorative designs together with Mix methods of data collection were employed. Structured questionnaire were issued to 180 students who were randomly selected using Stratified sampling technique. Focus group discussions with selected class representatives supplemented information obtained from

the survey. Data analysis focused at service quality-gap including one- sample t-test, Independent samples t-test and ANOVA, basing on three methods: item-by-item analysis; construct-by-construct analysis; and computation of an overall measure of service quality. The study found that overall service quality perceptions is significantly negative as compared to students' expectations with a gap score of -1.611. Students taking non-degree programs were found to significantly differ from degree and post graduate students' in terms of their viewpoints about service quality. The largest observed difference was in reliability and responsiveness dimensions. The study shed light on quality of services offered in the university. Focus group discussion and structured questionnaires were used to collect data. The study examined students' satisfaction by gender and the program of study thus it has an institutional and methodological gap.

A study students' satisfaction with services provided by the universities of Bangladesh found significant relationship between the five dimensions of service quality (tangibility, reliability, responsiveness, assurance, and empathy) using the SERVQUAL model and students' satisfaction. Data was collected using questionnaire which were administered among 160 students of four public universities. Findings indicated that majority of students are satisfied with the facilities provided by universities. In general, the results indicated that all the five dimensions of service quality were correlated with student satisfaction (Rouf, Rahman & Uddin, 2016). The study was based on a University and aligned to the SERVQUAL model thus it has contextual and methodological gaps.

In order to ascertain students' satisfaction, Saleh (2016) examined both academic and non-academic aspects of service quality in architecture colleges at eight private Jordanian universities during 2014–2015 academic years. Questionnaires were distributed to 733 undergraduate students. Data was analysed using descriptive statistics, a T-test, and regression analysis. Study findings showed that quality is a key component of the education system. Students' satisfaction was found to be medium thus college management should seek to improve quality of services they provide. Findings of the study further emphasised on the critical role of quality services for students' satisfaction. However, it explored both the academic and non-academic services and was conducted in an architectural college thus it has a context and scope gaps.

Joleen (2016) investigated how customer satisfaction enhances customer loyalty in hotels by studying Lake Kivu Serena Hotel as a case study. Qualitative and quantitative methods of research were used to collect the data for the study. Primary and secondary data was collected to make the research comprehensive and credible. Interviews and questionnaires were used to collect first-hand information while a review of the past literature provided the secondary data. From the findings of the research, it is evident that there are numerous factors influencing customer satisfaction. Nonetheless, the major factors that influence satisfaction include the quality of services offered by a hotel as well as customer relationship management. Although the study has an institutional gap having

been conducted in the hospitality industry, it stressed that quality service is a prerequisite for customer satisfaction beyond the learning institutions.

In order to establish customer satisfaction with banking services among Arab bank customers, Al-Azzam (2015) employed the SERVQUAL model. The aim of the study was to shed light on the changing trends of the banking system and financial market dynamics. Findings from the study indicated that the higher the service quality, the more the customer's satisfaction. All the five dimensions of service quality namely; tangibility, responsiveness reliability, empathy and security are positively affected the customer satisfaction. This research also found that SERVQUAL was an appropriate tool to measure the quality of service in the banking sector in the Arab bank. The study shed light on importance of quality service for customer satisfaction. However, it was conducted in a bank and SERVQUAL model was adopted. In view of this, the study has both context and methodological gaps.

While recognizing the critical contribution of support services to students' academic achievement, the high demand for university education in Kenya has had serious implications on the quality of academic and student support services. In view of this, Odundo, Origa, Nyandega and Ngaruiya (2015), recommend that universities should expand the infrastructure in order to expand their market share. They should also be

obliged to be more proactive and come up with coping strategies in order to enhance effectiveness of student support services and ultimately students' satisfaction.

A recent study sought to establish the link between students' satisfaction with faculty, overall students' satisfaction with life and student performance. Study was conducted on a sample of 191 respondents using online survey questionnaire. Findings of the study confirmed that the student's satisfaction with university contents, university bodies and services, teaching, teaching methods and academic reputation affects their satisfaction and academic student performance (Mihanović, Batinić & Pavičić, 2016). The study was conducted in a university, used questionnaire as the only tool for data collection and was silent on students' satisfaction with support services thus it has context and methodological gaps.

A study examined the impact of service quality on customer patronage. Variables for the study were the mediating effects of switching cost and customer satisfaction. Survey method of data gathering will be adopted. Questionnaire was used for data collection whereas Chi- square was used to test the hypotheses separately and in a group. A sample size of 600 respondents was targeted. Study findings based on the literature reviewed established that customer patronage is positively and significantly mediated by customer satisfaction and switching cost as it relates to the quality of service rendered. The review also revealed that, customer patronage is the only economic and social justification for the existence of any business in order to create customer satisfaction

(Esther & Abdu, 2016).The study was conducted in the banking sector thus it has an institutional gap. Nevertheless, findings on importance of service quality for customer satisfaction are in line with others studies.

A study by Nngo and Nguyen (2016) developed empirical tests on the interrelationship between service quality, customer satisfaction, and customer loyalty in the retail banking context. The survey was conducted by involving retail banking customers who were 261 respondents participated in the study. The hypotheses were tested using confirmatory factor analysis (CFA) and the structural equation modelling technique (SME). The analysis revealed that service quality and customer satisfaction are important antecedents of customer loyalty and customer satisfaction. These findings are similar to other studies although the study was carried out in the banking sector thus it has institutional gap.

Abdirahman (2016) investigated service quality practices and customer satisfaction in taxi companies in Nairobi. The study sought to determine the extent to which service quality practices are adopted by taxi firms as well as the relationship between service quality and customer satisfaction in the taxi companies. The area of study was Nairobi County and a cross sectional descriptive survey design was used to collect data on service quality and customer satisfaction simultaneously at one point in time. Primary data was collected from both the managers of taxi companies and also clients (riders) using a Likert type scale questionnaire. The target population for the study was taxi industry

managers and their customers. A sample of 40 managers and 120 customers which is equivalent to 3 customers from every company was randomly selected from the total taxi firms and their respective customers. The data was analyzed using descriptive statistics and inferential statistics and was presented using graphs, charts, tables and even using narrations. Findings of the study indicated that majority of the customers are satisfied with the taxi companies and thus are just loyal to the taxi company services they have subscribed to and this might be due to quality services offered to them hence customer satisfaction. Findings of the study emphasize on the importance of quality service for customer satisfaction. However, it was conducted in the transport industry thus it has an institutional gap.

A study by Dawit, Getachew and Ashenafi (2017) on satisfaction level of undergraduate students enrolled in regular program of Dire-Dawa University sought to establish students' perception of the level of service quality. A cross-sectional study design was employed and the sample was selected using stratified random sampling technique. The study was anchored on the SERVQUAL. Study findings established that the satisfaction level of students in the overall service of the university was 65.4%. However, students' satisfaction varied based on their gender. The study variables were; student-instructor interaction, administrative student support service and facility supervision. Nonetheless, there was no significant variation regarding satisfaction due to undergraduate and post-

graduate programs. Majority of the students were satisfied with the service that the university. The study sheds light on service quality and students' satisfaction although it was biased to academic programs in a university.

Jamaluddin and Endang (2017) argue that to create customer satisfaction, hospitals should be able to improve service quality. They further assert that service quality is a determinant of customer satisfaction and patient loyalty. The researchers employed a combination of multiple regression analysis and Structural Equation Model (SEM). The objectives of the study were: to assess the impact of service quality on patient satisfaction; to evaluate the impact of patient satisfaction on customer loyalty and to find out the impact of service quality on patient loyalty. Respondents of the study were non-insurance outpatients of a private hospital in Tangerang, Indonesia. Data was collected by using a questioner. Data was analysed by using inferential statistics namely; multiple regression method for dimension of service quality toward satisfaction and Structural Equation Model (SEM) analysis for variable of service quality and customer satisfaction toward loyalty. Findings of this study showed that there was no direct impact of each dimensions of service quality on patient satisfaction except assurance. It established that the respondents did not distinguish all dimensions as a separate part where one dimension is prioritized than others. Other findings were that there is an impact of service quality on customer satisfaction improvement and customer loyalty. Study findings further reiterate that service quality is critical in all sectors and organizations. However, it was conducted

in a hospital and different methods of data analysis were employed. In view of this the study has institutional and methodological gaps.

Chanda and Kangwa (2017) conducted a study whose main purpose was to determine the relationship between service quality and the resultant customer satisfaction for both foreign and local banks in Zambia. Quantitative survey design and the five dimensions of service quality namely: tangibility, reliability, responsiveness, empathy and assurance were considered as variables for the study. Thirteen banks that are operational in Kitwe formed a sampling frame. A structured questionnaire with a 7-point Likert scale was used to collect the data and 120 questionnaires were administered to 6 banks with only 108 returned for analysis. Results of the study showed that the mean expectations of the five dimensions of service quality are higher than the mean perception thereby indicating that in general customers of both local and foreign banks are not satisfied with the service being offered by the banks. A t-test on all the five dimensions of quality showed that there is a significant difference on four of the dimensions namely tangibility, reliability, responsiveness and assurance. Tangibility dimension showed that clients appreciate the overall outlook of foreign banks which are visually more appealing than for local banks. On assurance customers were impressed with the knowledge and courtesy of the foreign bank's employees and their ability to convey trust and confidence when transacting, while responsiveness showed that foreign banks were more willing to provide prompt services than local banks. On reliability, customers of foreign banks were happier with

the banks' ability to perform the promised service dependably than local banks. A test on empathy did not show any statistical difference between the two types of banks. Study findings were vital in pinpointing where both local and foreign banks need to improve service quality delivery amidst increasing competition in the sector. Study outcomes correspond with studies in other organizations. Findings of the study agree with opinions expressed by Maswadeh (2015) who asserted that even in Islamic Banks which were traditionally seen to be religious, they have now submitted to conventional business competition. They have established that service quality is a big influence on customer satisfaction and that the former is an important component of competitiveness in the banking industry. However, the study was conducted in the banking sector in Zambia by employing the SERVQUAL model consequently the institutional and methodological gaps.

A study in the medical sector by Mohammed, Kaleab, Daniel, Bethlehem, Filagot., Habtamu Haile and Bayew (2016) aimed at assessing the level of patients' expectations towards and satisfaction from pharmacy service provided. A cross-sectional research design was used. Respondents were 287 patients, who were served in five pharmacies of Gondar University Hospital. Data regarding socio-demographic characteristics and parameters that measure patients' expectation and satisfaction were collected through interview using the Amharic version of the questionnaire. Data were entered into SPSS version 21, and descriptive statistics, cross tabs, and binary logistic

regressions were utilized. Out of the 287 respondents involved in the study, 149 (51.9%) claimed to be satisfied with the pharmacy service and setting. Two hundred and twenty nine (79.4%) of the respondents had high expectations toward better services. Even though significant association was observed between the pharmacy type and patients level of satisfaction, socio demographic characteristics of a patient were not found to predict the level of satisfaction. The study also established that there is a higher level of expectation among study participants who earn higher income per month (>2000 Ethiopian birr [ETB]) than those who get less income (<1000 ETB). Although patients have a higher level of expectation toward pharmacy services, their satisfaction from the service was found to be low. The study was conducted in the medical field thus it has an institutional gap. Nevertheless, it affirms that service quality for satisfaction is not limited to the education sector only. For an organization to grow, seeking customer feedback is critical to guide on future courses of action.

Many higher learning institutions face declining student enrolment due to stiff competition. To mitigate this, assessment of the quality of programmes and services offered to students is carried out for institutions to have cannot be gainsaid. A study sought to evaluate service quality of a Malaysian private higher education institution with the aim of determining what constitutes the service variables in the education industry. Gap analysis model was employed to examine whether there are any service gaps in the individual service quality attributes. The specified dimensions were namely; tangibles,

empathy, assurance, reliability and responsiveness at the educational institution. Data was collected from respondents using a questionnaire designed and adapted for the provision of educational services in line with SERVQUAL dimension scale. Students being the respondents were surveyed on their expected and perceived service quality offered to them. Information was also sought on whether service quality has had any effect on their satisfaction. A total of 150 questionnaires were distributed to students who had enrolled at the educational institution. Using service gap analysis, the findings indicated negative gaps for empathy and assurance dimensions. A need to review service strategies was recommended to managers in order to improve service quality and promote student satisfaction (Teo, Mohd, Faezah, & Nurnadirah, 2015). Findings of the study further emphasise on importance of service quality in enhancing students' satisfaction as well as ensuring that the institution has a competitive edge over other institutions. However, the study was conducted in a foreign higher learning institution using the Gap analysis model hence the methodological and institutional gaps.

A similar study by Rubogora (2017) in selected banks in Rwanda sought to determine the relationship between service quality and customer satisfaction. The study was guided by five research objectives namely; to determine the profile of respondents in terms of gender, type of account, educational qualification and banking experience, to determine the level of service quality in BPR, to determine the level of customer satisfaction among BPR customers (d) to determine relationship between service quality and customers'

satisfaction in BPR and to recommend strategies enhance customer satisfaction. The study was based on both descriptive and cross-sectional survey designs. A self-administered questionnaire was used to collect primary data from 498 customers, using convenient sampling technique. Data were analyzed using SPSS's frequencies and percentages, means, and Pearson's Linear Correlation Coefficient. Findings of the study revealed that majority of the respondents were female, over three equators with current type of account, over half of the respondents had no professional education qualification and majority of the respondents had been customers for BPR for relatively a long period of time that is from three years and above. It also revealed that both the level of service quality and customer satisfaction was at mean ≈ 3 (high level). Findings showed a significant and positive relationship between service quality and customer satisfaction while comparing dimension like customer loyalty with reliability, responsiveness and assurance. On the other hand, comparison based on positive word of mouth with service quality sub-variables like reliability, assurance, tangibles, empathy and responsiveness, revealed that there was no significant relationship between the variables. The findings of the study further stress on significance of quality service for customer satisfaction. However, it was conducted in the banking industry using the SERVQUAL model hence the institutional and methodological gaps.

Hulya and Gokmen (2017) conducted a study that was aimed at gathering teachers' and principals' opinions on the ways to improve the quality of service in high schools in order

to improve student satisfaction. Purposive sampling method was employed. Semi-structured interviews were conducted with 22 teachers lecturing at high schools and 10 school principals. The data was analysed through content analysis. The findings showed that teachers emphasised the in-service training needs of teachers and school principals and principal duties of school guidance and counselling services, whereas school principals stressed the importance of usage by teachers of effective teaching methods; relations between students and principals, and relations between guidance and counselling services and teachers. Findings of the study affirm that teachers and school managers are instrumental in ensuring quality services delivery in their schools to ensure students' satisfaction.

2.5 Challenges Facing Public Primary Teacher Training Colleges in Kenya

Teachers are critical in the improvement of the quality education in any educational system thus educational system cannot be greater than the quality of its teachers. Primary teacher education is an important means for achieving the national goals of education. According to Republic of Kenya (1988), teacher education is regarded as crucial in ensuring the maintenance of quality and relevant education. Public Primary Teacher Training Colleges have an obligation to offer students with quality services to enhance their satisfaction as they prepare them for the world of work (Bunyi *et al.*, 2013).

According to Eshiwani (1993) at independence Kenya inherited an education system with an undeveloped teaching profession which was lacking in both quality and quantity. To resolve this, efforts were made to establish and equip teacher-training colleges. Formal teacher education was later introduced in Kenya in the mid-nineteenth century by European Christian Missionaries (Karanja, 1995). At the onset, formal teacher education was aligned to the Western European and Canadian established teacher education models of the early nineteenth century. The need to establish teacher education at the time was informed by the unplanned, rapid expansion of the “mission” and “bush” schools (Indire & Sifuna, 1974). This development called for an increase in the supply of teachers to work in the newly established schools. The need for more teachers also arose due to the need to produce school teachers to relieve missionaries who were required to concentrate on missionary work. The first primary teacher education centre was opened in Mombasa in the pre-independence era. During this period few teachers were trained. By independence in 1963, only 31.7 per cent of the primary school teachers in Kenya were trained.

The critical role of teachers in improving the quality of education was recognized by the first Kenya Education Commission which observed that, “the provision of a well educated and competent teaching force is by far the most important contribution that Government can make to society” (Republic of Kenya, 1964). As a result, PPTTCs were established in the country with effect from 1965 (Eshiwani, 1990). The first primary

teacher education centre was opened in Mombasa in the pre independence era. During this period few teachers were trained. By independence only 31.7 per cent of the primary school teachers were trained.

Currently there are 24 public Primary Teacher Training Colleges in Kenya (Teacher Service Commission, 2015). All the PPTTCs are mixed sex institutions (Bunyi, Wangia Magoma, Limboro & Akyeampong, 2011; Namunga, & Otunga, 2012). Student enrolment in PPTTCs is 17,221 comprised of 47.7 per cent male and 52.3 per cent female students (Teacher Service Commission, 2015). Teacher trainees in primary teacher colleges undergo a two-year pre-service course, which leads to the award of primary teacher education certificate (PTEC).

There are various emerging issues which pose challenges to teacher education in Kenya. Most of them are attributed to social economic, political and technological changes locally and globally. According to Kafu (2011), facilities and other resources used for teacher training are in a pathetic state. They are inadequate, obsolete, dilapidated and not appropriate for competent teachers. This compromises quality of support services offered to students which may lead to students' dissatisfaction. Private and public Teacher training colleges compete for students. To remain competitive, provision of quality services in public primary teacher training colleges cannot be overemphasised.

Availability of facilities and resources for training teachers is critical to producing effective teachers. The task force on the re-alignment of the education sector to the constitution of Kenya 2010 established that one of the main challenges facing primary teacher training is low funding. There is lack of adequate and appropriate tuition equipment and materials particularly in Learning Resource Centres (LRCs) and physical facilities are dilapidated at the training institutions. This constraint leads to poor quality training (Republic of Kenya, 2012). PPTTCs also face constraints due to lack of print and electronic curriculum support materials and inadequate financial provision (Republic of Kenya, 2005). Such challenges tend to have a spill over effect on the quality of student support services provided.

A study by Bunyi *et al.* (2013) established that the general environment and infrastructure in most public PPTTCs does not engender pride about becoming a teacher and teaching. The colleges are underfunded with students' fee being the main income source which is grossly inadequate to sustain resources. Students are expected to buy their own learning materials which are too expensive for students to afford. As a result, teaching-learning materials are scarce in colleges. Facilities and resources for training teachers are critical. Despite this, the status of resources in most PPTTCs is pathetic, inadequate, obsolete, dilapidated and unsuitable for producing a competent teacher. A major concern raised by Kafu (2011) is that enrolment in PPTTCs has been on the increase without reciprocal increase in the development and supply of relevant facilities and resources. While an

increase in teacher trainees in PPTTCs is laudable, this can lead to a decline of the quality of service offered to them if resources are not increased and improved to cater for the upsurge in numbers.

In relation to the above, the task force for the re-alignment of the education sector to the 2010 constitution of Kenya established that teacher training colleges face various challenges such as dilapidated physical facilities and lack of appropriate tuition equipment and materials particularly in Learning Resource Centres (LRCs) (Republic of Kenya, 2012). According to Ndiragu and Udoto (2010) overcrowded facilities, poorly maintained buildings and inadequate teaching and learning resources are likely to impact negatively on students' achievement and academic staff motivation. Studies have established that there is a link between student achievement and the quality of services provided to support educational programmes. Challenges facing PPTTCs have a trickle-down effect on provision of quality student support services which ultimately affect students' satisfaction.

2.6. Relationship between Quality of Library Services and Students' Satisfaction

An academic library is the central organ of every educational institution and is one of the parameters used to judge a college that satisfies students' needs. It is the barometer of learning and the intellectual hub of academia due to its crucial position in higher learning institutions Kargbo (2002). Libraries serve as highways to intellectual ideas by acquiring,

organizing, processing and storing information in retrievable form and providing tools that can be used to access the information by users. They also serve as pivotal points around which academic activities revolve in tertiary institutions (Arthur, Osei & Kuranchie, 2013). All Library activities are geared towards serving the needs of users who are mainly students. The core objective of academic libraries is to support the parent institution to achieve its objectives. This is partly because the institutions need information and the libraries play such roles. It is critical that libraries recognize needs of their users and try as much as possible to satisfy them (Agatha & Acheaw, 2012).

A vibrant academic library is an important component of any high quality academic institution to serve students and other researchers. According to Kotso (2010), libraries support research process by collecting, preserving and making available an array of information resources relevant to their research community. Simmonds and Andaleeb (2001) stress that quality of libraries is measured by the volume of library materials available to clients, the amount and use of services and resources and the apparent or quantified satisfaction of clients. Song (2009) emphasises on the significance of designing library services based on user needs which change continuously hence the need to reach out to users with new services.

According De Jager, (2002) the quantitative indicators that were regarded as benchmarks of library quality such as the number of volumes and journals subscribed are no longer

sufficient. It is critical that library evaluates the usefulness of its services through users' feedback in order to ascertain their satisfaction (Oakleaf, 2010). Furthermore, Derfert-Wolf and Goski (2005) asserts that the quality of academic libraries is connected with services, products, staff, facilities and space. Service providers should endeavour to understand that students are clients whose voice and expectation of library quality should be given top priority when constructing facilities for students in tertiary institutions. Cullen (2001) acknowledges that lately librarians are paying more attention to enhancing the level of users' satisfaction by offering high quality services to meet clients' needs in learning institutions. Furthermore, Kassim (2009) emphasizes that this can only be realised through continuous update of the information resources to meet users' needs as well as providing quality library services to ensure students' satisfaction.

Quality of library services is an important indicator of students' satisfaction. Assessment of service quality provides an important feedback for libraries to assess and improve service to its users. A study on student satisfaction with library services in Osmangazi University Library and Anadolu University Library employed an interview guide as the research tool. A total of 400 sampled students at two university libraries were interviewed. Factor analysis was utilized to determine the factor structure. Findings of the study indicated that about 75% of respondents had used the library more than six times while 51% of respondents indicated they relied on the library staff frequently when using the library. Moreover, about 35% of respondents said they intended to use the library in

the future and recommended others to use the library. In general, the two libraries meet students' information needs thus they are satisfied (Yrd & Filiz, 2007). The study employed interview guide exclusively as well as factor analysis for data analysis. It was also a comparative study having been conducted in two universities. In view of these, the study has institutional as well as methodological gap.

According to Richardson (2016), Queens University in Canada offers students support services for undergraduate and graduate students as an integral part of the students' experience. The services are considered as key in promoting students' academic and personal success. The University being a largely residential university, the quality of student support services is considered by management as critical to fostering student wellness and academic success. In light of this, the university has developed a strategic framework that recognizes that students support services are responsive to student needs. Key among the support services is the quality of accommodation services. The aim of the university is to ensure that students accessing appropriate accommodation and support to remove barriers to learning.

A study on students in Tribhuvan University sought to establish students' satisfaction with library resources and services provided. Questionnaire method was used to obtain primary data from the 200 full time students. Findings of the study indicated that students are most in the need of intervention as they often come to college unprepared.

Lack of proper professional guidance along with inadequate collections in the material as well as insufficient networking computers, were the major causes of dissatisfaction with quality of library services (Nina, 2008). The study provides useful insight on library services although it is based on a foreign university thus findings cannot be applied to the current study.

Evaluation of the library services and students' satisfaction has been studied in many academic institutions in the world. Basha (2010) asserts that only the users of a library are the best judges to assess its services. In light of this study students' feedback on satisfaction with library services is critical. Okiy (2002) conducted a survey of students and faculty members to assess the use of Delta State University library in Nigeria. The study established that the two categories of users utilized books more often than any other materials. This was due to dearth of relevant current journals, abstracts and indexes. Only a small part of users indicated that they always found the needed materials in the library.

Study findings in the United States of America, revealed that in selecting colleges, some students are influenced partially by the colleges' academic and the services the library provides (Simmons & Andaleeb, 1998). Hence academic libraries in PPTTCs in Kenya may have to adopt a more strategic orientation in delivery of satisfactory services that meets students' expectations. This is because the purpose of a library is defeated if its users are not satisfied with the resources and services it provides.

Ogombo and Adomi (2003) carried out a survey on student's utilization of library resources at Baptist school of nursing, Eku Nigeria. Data was collected using a questionnaire. The survey revealed that that majority of the users visited library daily. About 59.6% students went to library to prepare for examination, while 54% users used library to prepare assignments. Students were not given orientation, less number of books are issued at a time and library opening hours were inadequate for the students. A study on the level of utilization of services of Nimbe Adepe library of the University of Agriculture established that students use library mainly to prepare for examination and to write class assignments. The long distance between the campus and town where most of students reside was found to be the main obstacles in the use of library (Salaam, 2003).

Teacher training colleges in Zambia face major constraints in terms of lack of adequate textbooks as well as other training resources that are vital for teacher training. Libraries in TTCs are ill equipped and the books available are very shallow for teacher training. The challenge of inadequate resources is further compounded by the fact that most of the publications are obsolete and the few textbooks available are not easily accessible to students. Basics tools required by student teachers to develop skills for onward transmission to learners such as art equipment are no longer available thus students are required to buy. Due to this, lecturers omit some activities once they know that students cannot access the necessary facilities. This does not only impact on the quality of the

teachers once they join the teaching profession, it also leads to dissatisfaction with quality of library services provided (Phiri, 2012).

Lapidus (2003) assessed the perspective on library services for pharmacy and health science students in Massachusetts College of pharmacy and health sciences in Boston, USA. The study showed that 80 percent of the respondents expressed satisfaction with library services, instruction, collections, and facilities. The study presents an institutional gap having been based on a foreign college. Further, a survey of student satisfaction with electronic library resources at Wayne State University established that almost 40 percent of the responding students were unaware of electronic resources. Students who were aware of electronic resources learned about them much more from their professors (38.3 percent) than from library efforts to publicize them (18.5 percent). Students were generally satisfied (68 percent) although a high percentage of students (92.4 percent) stated that the library should continue to expand electronic resources (Robert & Ronald, 2004). The study was on a foreign university hence it has an institutional gap and had a narrow scope since it was based on libraries only.

Sepideh Hadi and Mona (2013) opined that majority of students were satisfied with the quality of services offered at International business school, Universiti Teknologi Malaysia, Kuala Lumpur. This finding collaborates with a study conducted by Senevratne (2006), who concluded that library users were dissatisfied with the currency of the

collection. Findings also revealed that users were satisfied with the availability of internet facilities and materials in the library.

Research conducted in Arab International University (AIU) to assess undergraduate students' satisfaction with library services showed that students were satisfied with library services quality in terms of accessibility and that there is a relationship between providing the newest and valuable collections and students' satisfaction. Findings also illustrated statistically important differences on students' satisfaction level on library collections between faculties. The study was conducted using questionnaire to 228 undergraduate students. Eight librarians were interviewed to understand users' expectations and requirements of the AIU (Restoum, Maysoun, Wade & Steve, 2013). Although the study is relevant in assessing students' satisfaction with library services, it is based on a university hence the institution gap.

Kithome (2013) established that library service quality has a statistically significant positive effect on user satisfaction in universities in Kenya. A standardized questionnaire was developed from the SERVQUAL instrument and was distributed to respondents from across the universities in Kenya. Regression analysis was used to bring out the relationship between the variables. From the analysis, it was established that service quality has a statistically significant positive effect on user satisfaction represented by R² (Coefficient of determination) with a value of 73.9%. This in essence implies that service

quality accounts for 73.9% of library user satisfaction among universities in Kenya. The results also indicate that quality of library services influence students' satisfaction although at different degrees. Although the study is based on Kenya universities, it has an institutional gap.

A study on students' satisfaction with library information resources, facilities and services at a public university in Malaysia established that there was need for good library information resources, facilities and services to ensure students' satisfaction. Population of the study was comprised of students from different faculties in the campus. Stratified and convenience sampling methods were used to select the sample. Data was analyzed using descriptive and factor analysis, correlation analysis and regression analysis (Kim-Soon, Nurulhanira & Abd, 2013). Apart from the institutional gap in the study, the study has a methodological gap in terms of the sampling procedure.

A study on user satisfaction with services and resources at the Institute for Educational Development and Extension (IEDE) library in University of Education in Ghana revealed that though students were satisfied with the services, there is room for improvement. IEDE management should allocate sufficient and regular funds for library resources which were more often ignored or glossed over. A descriptive survey design was adopted for the study and questionnaire was used for data collection (Gifty & Michael, 2012). The

study used questionnaire as the only tool for data collection thus there is a methodological gap.

A study on the satisfaction level of students with regard to reading materials and the services provided at Kumasi Polytechnic library revealed that availability of current and relevant materials, adequate user instructions, reliable internet facilities as well as friendly and helpful library staff highly influenced the students ratings of overall service quality (Kofi, Ababioa, Aidoo, Korankye, Bashiru, Saeed, Louisa & Nuamah, 2012). Although the study is relevant, it was conducted in a foreign country it focused on different variables of study and involved polytechnic students thus there is an institutional gap.

A study by Pedramnia, Modiramani, and Ghanbarabadi (2012) sought to establish students' satisfaction with library services using the LibQUAL scale. Findings from the study established that the information control dimension, appropriate working hours; classification system for searching and accessing to information and appropriate time for loaning resources are significant in students' satisfaction. Conclusion of the study was that although electronic access to the library enables students to have instant access, quality of service provided by the library is both a crucial and an inevitable issue. The study was conducted in a medical institution using library quality scale. In view of this, the study has both an institutional and methodological gap.

A study on user satisfaction with library services at Redeemer's University in Nigeria revealed that users' satisfaction is a function of the quality of staff and services of a library. Libraries which are well-stocked and the materials properly arranged and manned by well-qualified experienced staff would be significantly higher than user satisfaction with libraries with less qualified and impolite staff. Students will always be motivated to make use of the library where the quality of services rendered will help to satisfy their expectations (Adeniran, 2011). The study though based on a university, sheds light on the prerequisites for student satisfaction with library services.

A study on library users' awareness, perceptions and usage at Makerere University library established good rating for the quality of services provided by the library staff. However, the rate of awareness of some library services offered was rated low. The study adopted a qualitative approach whereby an interview schedule consisting of both open ended and closed questions were used to solicit information from 94 respondents (Namugera & Micheal, 2014). The study was on a foreign university which presents an institutional and methodological gap.

Various studies conducted on library services in learning institutions and students' satisfaction paint a grim picture. Amollo (2011) observed that libraries in Kenya are faced with financial constraints, inadequate facilities, unskilled personnel, high staff turnover and lack of high level managerial support. The researcher recommended for

more government intervention to help the libraries acquire more materials both in print and electronic form as well as recruitment and fair remuneration of qualified library personnel. Information for the study was gathered from the library management records and did not focus on the library users such as students thus it has a context gap.

A study on practices and performance of university libraries in Kenya revealed that provision of library services in Kenyan public universities is characterised by extremely inadequate resources in terms of funds, information materials, equipment and staff. However, private university libraries experience these challenges to a lesser degree. Although modern information and communication technology is being incorporated in the management of university libraries in Kenya, this trend has been hampered by lack of funds to purchase equipment such as computers and set up networks, lack of skilled personnel in information technology and poor telecommunications infrastructure in the country (Kavulya, 2004). The researcher recommended use of modern information and communication technology to enable university libraries to facilitate better access to local and global information. Findings from the study are based on study of universities hence the need to establish quality of library services in PPTTCs in Kenya.

Gudo, Olel and Oanda (2011), carried out a study on challenges and opportunities facing expansion of university education in Kenya. On library resources, it was established that on adequacy of trained staff for library services in private and public universities, 87.5%

and 73.33% of librarians in private and public universities respectively were satisfied with the number of trained library staff available. The interpretation was that both private and public universities had enough trained library staff to support effective library services for teaching and learning. On adequacy of library facilities such as space, print journals, e-journals, internet service and current books, it was found that 100 per cent and 66.6 per cent of librarians in private and public universities respectively were satisfied with library space to accommodate the students. On perceived adequacy of print journals in university libraries, it was established that 100 per cent and 46.66 per cent of librarians in private and public universities respectively were satisfied with available print journals. It meant that print journals were not adequate in public universities. It was concluded that public universities did not have a satisfactory number of print journals for effective teaching and learning. On the perceived adequacy of internet facilities in university libraries, findings indicated that 100 per cent and 40 per cent of librarians in private and public universities respectively were satisfied with internet facilities. Analysis on perceived satisfaction with availability of current books responses showed that 100 per cent and 60 per cent of librarians in private and public universities were satisfied with the available current books and journals. Findings of the study give major insight into the study however, the survey was carried out in universities thus the institutional gap.

Various studies conducted on library services in learning institutions and students' satisfaction paint a grim picture. Amollo (2011) observed that libraries in Kenya are

faced with financial constraints, inadequate facilities, unskilled personnel, high staff turnover and lack of high level managerial support. The researcher recommended for more government intervention to help the libraries acquire more materials both in print and electronic form as well as recruitment and fair remuneration of qualified library personnel. Information for the study was gathered from the library management records and did not focus on the library users.

An evaluation of library utilization by students enrolled in external degree programme in University of Nairobi (Gor,2011) indicated that effective utilization of library service is influenced by various factors such as; good use of book loan service, frequent access to the library facility, adequate support from the library staff and proper induction by librarians. Findings showed that majority of the students were not satisfied with most of the library services offered by the central library. This was attributed to restrictive library hours and inadequate reading materials. The study recommended that there is need to promote access to library services to distance learning students by strengthening computer based and information service delivery, instituting library user instruction to instil effective information literacy skills and ensuring reliable and rapid access to institutional networks and the internet. The sample population comprised of 278 students out of 1000 that formed the target population of students. All the 14 librarians spread across the university branch libraries were also involved. Self-administered

questionnaires and structured interview schedule were used as the main tools of data collection. The study was conducted in a university thus there it has an institutional gap.

A study on student perception on service delivery at Moi University established that students were dissatisfied with inadequacy of library services and poor maintenance of facilities. A sample of 324 students was selected from a population of 1080 students using random sampling technique to generate qualitative data using a questionnaire and respondents' observation. The study recommended that the university should accelerate the recruitment of staff, expand library services and mobilize resources to adequately support the growing student population (Katamei & Kiprop, 2015). Although the study is current and relevant, it was conducted in a university thus the institutional gap should be addressed.

Ouda (2015) conducted a study to investigate the state of customer care in public University libraries in Kenya. Mixed research method was employed. Quantitative data was collected using questionnaires and interview survey was used to generate qualitative data. The study established that students and academic staff were the primary customers but their needs were not sufficiently met. Although library staff were friendly and helpful, the overall rating of their attitude was low. The study also established that the library has variety of products and services which users were aware of. The study recommended that the library should be provided with resources and that the library

should adopt the use of a social media to communicate and update users on new services and products to enhance students' satisfaction with service delivery. The study was biased to public universities hence the need for as study on PPTTCs in Kenya.

Student opinion survey was used to find the level of student satisfaction with the college supplementary services in the University of South Florida. The study examined the level of satisfaction with the services and compared satisfaction levels to those of similar institutions of higher education. A stratified random sample of 468 undergraduate students participated in the survey. Two-tailed t-tests showed significant differences in the mean satisfaction scores of the University. The results indicated that students were satisfied with the library (Kelso, 2008). The study was based on universities in America whose experiences on students' satisfaction with library services are different from PPTTCs in Kenya. The data analysis techniques employed in the study also varies from the current study.

Ikolo (2015), studied students' satisfaction with library services at the Delta State University. A descriptive survey design was used. The population of the study consisted of all registered library users at Abraka Campus. The study employed the simple random sampling techniques in selecting the sample size for the study, and a questionnaire was used for data collection. The findings revealed that library services offered at the Delta State University are inadequate and below average. Findings also showed that there is a

significant relationship between the quality of library service and students' satisfaction. Similar findings emanated from a study by Ababioa, Aidoob, Korankyec, Bashiru, Saeeda, Munyakazi & Nuamahc (2012). The study investigated students' satisfaction level with service component of Kumasi Polytechnic library and its effect on their rating for overall service quality. An ordinal logistic regression model which consisted of individual service component of the library was specified. The results in general stated that more than 60% of the sampled students rated the overall service quality of the polytechnic library at 75% percent and above. Only 4.3% of them rated the overall service quality to be at 25 percent (i.e. poor). Findings showed that library services affect students' satisfaction.

A study conducted by Nauman, Malik and Imdadullah (2011), came up with contrary findings to other studies. The study measured the level of student satisfaction with services offered by Pakistani universities. Among the services studied was students' satisfaction with library services. Data was collected using structured questionnaires which were administered to a sample of 401 students. Mean analysis reflected that students were dissatisfied with library services. This affected their overall, satisfaction level with educational services provided by the university.

A study on relationship between service quality and students' satisfaction at CJCUC library established that the overall service quality had a significant positive relationship with

students' satisfaction. A question survey was used to correct data (Wang & Chich, 2006). Similar findings were arrived at by Khaola and Mabilikoane (2015), in a study on assessment of students' perceived levels of library service quality and satisfaction with the library service at the National University of Lesotho. A survey research method using LibQUAL+™ instrument was used to collect data from a sample of 400 students. Descriptive and inferential statistics were used to analyse data. There was a strong and positive correlation between all attributes of library service quality and students' satisfaction. The study was aligned to the LibQUAL+™ instrument and was conducted in a university thus it has institutional and methodological gaps.

A study on the College of Health Sciences (CHS) library Niger Delta University, Nigeria sought to determine the level of users' satisfaction with library information resources and services. The survey research design was adopted, using a population of 687 registered users in the College of Health Sciences Library. The sample size of 180 students was selected through random sampling technique. A self-designed questionnaire was used for data collection. Findings of the study showed that students were satisfied with the lending services of library, renewal of library materials and longer hours of internet services in the library. However, it also revealed that the students were dissatisfied with the limited reference materials in their various subject areas, national and international journals because they were not up to date (Tiemo & Ateboh, 2016). The latter findings compares

with the status of PPTTCs in Kenya which have obsolete library resources in need of updating the resources (Kafu, 2011).

A report on the status of two PPTTCs in Kenya namely Murang'a TTC and Mosoriot TTC (Galabawa, 2003) established that teacher training colleges have libraries with a collection of old volumes. The libraries are still used in the conventional sense and are stocked with old and obsolete books. There is also a dire need of educational journals to revamp the TTCs' libraries. There is also a need to reconceptualise the meaning of a library beyond the idea of a collection of textbooks to a reference centre of information and communication. The study was restricted to two PPTTCs thus the findings cannot be generalized to all PPTTCs in Kenya.

A study in Nigeria by Oluwunmi, Durodola & Ajayi (2016) sought to examine students' perception of the quality of facilities and services in libraries in four private university libraries in Ogun State. A modified SERVPERF questionnaire was developed and administered to seven hundred and forty-four (744) students and 70% response rate was achieved and analysed. Using SERVPERF dimensions namely; tangibility, responsiveness, reliability, assurance and empathy. Findings from the study revealed that students' general perception of library services in the four (4) universities is above average. However, some facilities in the libraries like parking space and escape routes

were rated very low. The study was conducted in private universities using SERVPERF model hence the institutional and methodological gaps.

2.7 Relationship between Quality of Accommodation Services and Students' Satisfaction

Various scholars differ on the meaning of the concept students' satisfaction with accommodation services. According to (Salleh, 2008) this refers to students' pleasant experiences expressed by students when boarding facilities and services provided meet their expectations. It is further described as an outcome of high quality facilities, positive relationships with other occupants and conducive environment in the hostels (Najib&Yusof, 2010). Nonetheless, Kaya and Erkip (2001) posit that student satisfaction is based on having wider and brighter rooms with less noise and stress in the living areas, moreover Amole (2005) asserts that students satisfaction with resident stems from levels of crowding and privacy in their rooms.

Onyike and Uche (2010) argues that to deliver quality accommodation services is critical in enhancing students' satisfaction. To realize this, hostel maintenance in terms of technical and administrative should be addressed with the aim of maintaining and/or restoring hostels to a state where they can perform the required function. Thus students' satisfaction with accommodation services is dependent on provision of facilities and

services that meet students' expectations. Kasozi (2005) also reiterates that providing students with of quality accommodation services cannot be gainsaid. Students deserve decent accommodation facilities, whether they are provided by the private sector or the public institutions to enable them have good learning outcomes. Students should be regarded as clients in higher education institutions who can encourage other students to join the institution on the basis of satisfaction with quality accommodation facilities provided among other services.

According to Hassanain (2008), quality student accommodation services are vital in all learning institutions. Such services enhance desirable educational outcomes by enabling learners to achieve other broader objectives of learning such as social cohesion and responsible citizenship. Given that scanty research has been devoted to students' satisfaction with quality of accommodation services, interested parties such as; hostel accommodation providers, construction management and educational management require students' feedback on student accommodation quality. This can also inform how the latter affects students' learning outcomes and can also be used to develop strategies and inform policy for improving students' accommodation in order to enhance students' satisfaction (Nimako, Bondinuba & Nimako, 2013).

While seeking to investigate availability of students' hostel accommodation and the satisfaction derived by the users, Oladiran (2013) carried out a post occupancy evaluation

(POE) of existing hostels with the aim of improvement of accommodation services. The study focused on students' hostel accommodation in the University of Lagos, Nigeria. The target population of the study were the students and the facility managers. Eleven hostels were purposively selected and simple random sampling technique was used to select a sample of 179 students from the frame. Descriptive and inferential statistics tools were used to analyze the data. The study revealed that the content of hostels accommodation in the University of Lagos includes bathrooms, common rooms, bedrooms, reading rooms, kitchen and fixtures. There are also inadequate facilities such as; laundry, pantry and meeting room in some of the hostels. The level of satisfaction of the users with the hostels accommodation was "good" in term of noiselessness, indoor temperature, natural lighting, ventilation and water supply; while it was "fair" with electrical fittings, space, cleanliness and comfort. The study sheds light on the importance of providing quality accommodation services for students. However, it was conducted in a university hence the institutional gap.

Students' in higher learning institutions are expecting more in terms of the quality of accommodation services provided. Factors such as reliable and constant flow of water, electricity, safety and security apparatus, presence of internet facilities and hostel location are considered vital for students' satisfaction (Roopchund & Boojhawon, 2014). A study aimed at examining student accommodation quality (SAQ) in two public tertiary institutions in Ghana. The study was a cross-sectional survey that involved a convenient

sample of 700 tertiary students from College of Technology Education, Kumasi (COLTEK) of the University of Education, Winneba, and Kumasi Polytechnic (K-Poly). A self administered structured questionnaire was administered to the respondents in a survey that resulted in a 66.6% response rate for analysis. The findings indicated that the most unsatisfactory accommodation services were bath room, washrooms, security, kitchen, entertainment, reading room and accommodation fees (Nimako & Bondinuba, 2013). Although study findings provide profound insight into quality of accommodation services, it is a comparative study based on a university and polytechnic, hence the research gap.

The importance of quality accommodation services to students cannot be overemphasized. It is vital in schools and colleges since it moulds, rebuilds and rehabilitates students. It is a self informative relationship and it is both pre-emptive and restorative of mal-adaptive and self destructive tendencies (Nweze, & Okolie, 2014). Availability, adequacy and functionality of hostel facilities are the key factors in the determination of students' satisfaction (Ajaj, Nwosu & Ajani, 2015). Access to safe and suitable accommodation is a key component in ensuring students' satisfaction in any learning institution. Several researchers have considered quality accommodation services as one of the most critical facilities provided by the higher learning institutions. Najib Yusof and Abidin (2011) noted that students' intellectual capabilities can be expanded through facilitation of good physical environment at their residence halls. Moreover, it

was observed by Hassanain (2008), that desirable educational outcome and mutual interests among students can be fostered through adequately planned residential facilities. Ajaj *et al.* (2015) also concurs that accommodation services can enhance students' study-learning experiences. In order to achieve the mission of improving student performance, the contribution of sustainable campus housing facilities shouldn't be underestimated.

Numerous studies on students' satisfaction level with quality of accommodation services focus on diverse aspects such as; the physical attributes, psychological and management aspects. Most of these studies indicate that there is a direct co-relation between the satisfaction levels and the hostel environment. Basically, when the environment meets students' expectation, a higher degree of satisfaction has been noted. However, incongruence between needs and aspirations leads to students' dissatisfaction (Mohit, Ibrahim & Rashid, 2010).

In today's higher learning environment, the demand for quality on-campus accommodation has risen and is considered essential for students' satisfaction (Susilawati, 2001). Some scholars also argue that students' academic performance can improve if they have good, comfortable living conditions in their student housing (Amole, 2005; Hassanain, 2008). Students need decent accommodation facilities to enable them learn effectively. Students are clients in higher education institutions. In the business sense, they can encourage other students to join the institution on the basis of

satisfaction of accommodation facilities provided among other attractions (Mugambwa, Mugerwa, Mutumba, Muganzi, Namubiru, Waswa & Kayongo, 2016). In order to offer satisfactory accommodation services to international students, the Council on Ontario universities committed to improve campus dining places to make them more appealing. Special attention would be on dietary restrictions which students may have due to religious or cultural reasons. Residential areas would provide opportunities that meet the needs of specific international communities and married students (Ontario Committee on Student Affairs, 2012). The aim of improving the services was to ensure that the universities remain appealing and competitive. Students' residential satisfaction is an examination of their on-campus living accommodations. Quality of housing facilities and services enhances satisfaction (Najib & Osman, 2011).

When evaluating quality of accommodation services, cost and overall quality are considered important factors. The monetary and searching costs, among other costs, may affect students' choice and evaluation of the quality of the accommodation. Where students pay more for services such as accommodation, they are more likely to expect better service quality provision (Gera, 2011). It follows that students in PPTTCs students expect quality accommodation services since they pay levies for the same. This observation is further emphasized by findings from a study on satisfaction of international students in New Zealand sought students' feedback on quality of learning experience as well as student support services. The biggest respondent country was China

with 1,570 students representing 27 percent of the total respondents (5,886). Although most of the Chinese students were satisfied with their overall university experience (88 percent), areas with the highest dissatisfaction in student support services were the cost of accommodation as well as poor access to internet services in the same. The second biggest respondent country was Malaysia, with 578 students representing 10 percent of the total respondents. Malaysian students were most dissatisfied with student support service in terms of campus eating places as well as quality of services provided in the accommodation office. The third biggest respondent country was India with 448 students representing 8 percent of the total respondents from universities. The areas with the highest dissatisfaction in support services were the accommodation office and halls of residence support. Findings from the survey emphasize that although students' learning experience is vital to their satisfaction, quality of support services such as accommodation is equally critical. Despite this, this was a comparative study on international students at university level thus there is an institutional and methodological gaps.

A study sought to examine student accommodation quality (SAQ) in two public tertiary institutions in Ghana namely; in College of Technology Education, Kumasi (COLTEK) of the University of Education, Winneba, and Kumasi Polytechnic (K-Poly). Cross-sectional design was used. a convenient sample of 700 students from the two institutions was selected for the study. Self administered structured questionnaire were administered

to the respondents that resulted in a 66.6% response rate. Findings indicated that the quality that SAQ items that received unfavourable rating include: bath room, access to transport, toilet, security, kitchen, entertainment, reading room, accommodation fees and searching cost. It was established that students at COLTEK seem to be better in terms of SAQ in core facility, while those at K-Poly are better in terms of accommodation cost, and some facilitating and support facilities. The results show that residential SAQ seems to be better than non-residential in terms of the distance to lecture and entertainment, while non-residential SAQ appears to be better in areas such as overall quality, enjoying accommodation and core facilities (Nimako et. al, 2013). Findings emphasise on the critical role of quality accommodation services to students' satisfaction. The research gap emanates from the study being conducted in two technical institutions thus it has a narrow scope and may not inform the status of the same in PPTTCs in Kenya.

The challenge of providing quality accommodation services to enhance students' satisfaction is evident in various learning institutions. Although there has been a steady rise in the number of students admitted in the University of Kwame Nkurumah, this has not been matched with increase in accommodation facilities to cater for the rising demand. Consequently, private hostels have been constructed near the university. Though this is commendable to address the discrepancy, students continue to breach the university policy on the maximum number of students in university hostels due to the high number of non resident students who seek accommodation in the hostels. This is

attributed to poor facilities in some private hostels in terms of study rooms, television rooms among others. This calls for a review of university policies regarding provision of residence to students. The findings of the study further affirm that quality of accommodation services is not a problem that is isolated to PPTTCs (Adu-Gyamfi, Brenya, & Lamptey, 2014). The study has an institutional gap having been conducted in a university as well as a methodological gap because content analysis was used hence the need of the study.

Quality accommodation service is a basic necessity for students. A study aimed to assess the quality of residential services from the perspective of female students in dormitories of Urmia University of Medical Sciences. Using descriptive cross-sectional design, the sample size was 320 female students who were selected randomly. Data were collected using a questionnaire. Data was analyzed using descriptive statistics and Independent T test, One-way analysis of variance and Pearson correlation coefficient. Questionnaire completion rate was 93%. Quality of dormitory services in view of 74% students (230 people) was average or good. The total mean score of quality of dormitory services were 2.18 ± 0.72 . One-way analysis of variance showed that the mean scores of service quality, were significantly different among three dormitories ($f=10.982$, $P=0.000$). Pearson test showed the positive correlation among mean scores of five dimensions together and with the overall quality of services ($P < 0.05$). The quality of residential services at the Urmia University of Medical Sciences was satisfactory. The aim of the

study was to seek students' feedback in order to improve quality of services and also to inform policy making process (Bahram & Maryam, 2015). Findings of the study bring to the fore the importance of seeking students' feedback and incorporating such information in policy making process. However, the study was biased to female students in a medical institution, hence the need for a study on PPTTCs in Kenya which has scarcely been focused on by scholars.

A study to determine the effects of students housing on academic performance in the University of Ibadan sought to find out if there is difference in the academic performance of students that are staying in on-campus and off-campus students housing. Questionnaires were administered to the respondents. Data were collated, analyzed and presented through the use of Statistical Package for Social Science (SPSS). Findings show there is a significant difference in the academic performance of students that are staying in on-campus and off-campus students housing. On-campus students perform better than off-campus students in their academic work (Owolabi & Babatunde, 2015). Findings from the study attest to the fact that accommodation services like other support services influences students' academic outcomes. However, the study was conducted in a university whereby questionnaire was the only instrument employed. Respondents were students thus college management's views were not sought hence the research gap.

A study sought to determine the relationship between privately provided accommodation service quality and customer satisfaction in Nsamizi Training Institute of Social Development (NTISD) in Uganda. The objectives of the study were; to find out the relationship between security and NTISD students' satisfaction with privately provided accommodation and to find out the hierarchical level of importance of NTISD student satisfaction of the three service quality dimensions (reliability, security, and tangibles) with privately provided accommodation. A sample of 300 from 20 privately owned hostels were involved. Data was analysed using both qualitative and quantitative methods. The study unveiled that there is a strong positive significant relationship between security and satisfaction regarding privately provided accommodation. The study also established the hierarchical order of importance from the most important service quality dimension, respectively, as follows: reliability, security, and tangibles (Mugambwa *et al.*, 2016). The study provides useful information on privately provided accommodation during an era when most HLIs are constrained in meeting accommodation needs for students. However, the study was conducted in Uganda, respondents were only students thus management's opinion was not sought. This is a gap that the study on PPTTCs sought to address.

A study on customer satisfaction of a five star hotel in Kandy district used the SERVQUAL model to assess customer satisfaction with accommodation services. The data were collected using a questionnaire containing 49 questions based on 22 variables

of the five dimensions of tangibility, reliability, responsiveness, assurance and empathy. Sixty residential customers of the hotel were randomly selected. Focus group discussions and a perception survey among hotel staff were also conducted to enrich the findings. Data were analyzed using descriptive statistics, MINITAB Version 14 with Two Sample T- test. Majority of the customers expressed their satisfaction with the overall service they received from the hotel especially regarding tangibility, responsiveness and assurance. Findings revealed that the hotel had not fulfilled the customers' satisfaction with regard to reliability and empathy. It was noted that minority of customers felt overall dissatisfied with the service of the hotel (Karunaratne & Jayawardena, 2010). The study was based in the hotel industry and it also employed different methods of analysing data. It has both a methodological and institutional gap.

A survey on students' satisfaction with facilities and services in the University of Regina established that 13% of the students were very satisfied. This is about half the proportion reported by students nationally and at comparable universities. It is also a significant decline from year 2009 in which about one quarter of University of Regina students reported being very satisfied with the university's residences. However, the survey did not yield useful insight into the particular concerns students have with the university's residences. Findings of the study address a critical area in student support services. However, the study was based on a university hence the institutional gap (University of Regina Report, 2012).

A study by AIshurideh (2012) on influence of gender on students' satisfaction with accommodation established that male and female students were satisfied by different factors. The former were satisfied by cleanliness of the mess, hygiene, infrastructure and sports services. The latter were more satisfied with interaction with seniors and wardens, electricity and miscellaneous services. The study also established that there is a significant difference in satisfaction based on students' gender. The study unveiled how gender plays a significant role in students' satisfaction with accommodation services. However, the study was based on university students thus it has an institutional gap.

A study on students' satisfaction in Pakistan University by Muhammad (2011) sought to measure students' satisfaction about hostel & boarding facility. The study used four variables namely; availability & condition of rooms (mean value of 3.39), mess/dining facilities within hostels (mean value of 3.63), behaviour of hostel staff (mean value of 3.26), and overall study environment (mean value of 3.41). Overall results indicated highest level of dissatisfaction about hostel & boarding facilities offered by university. Although overall dissatisfaction is very high, findings reflect that female students are comparatively more dissatisfied regarding availability of rooms, mess/dining facilities and behaviour of the hostel staff as compared to male students. Undergraduate students expressed higher level of dissatisfaction with hostel facilities compared to their postgraduate counterparts.

A study on international higher education student satisfaction with accommodation services in Australia (Christopher, 2013) established that 84 per cent of respondents were satisfied with the quality of their accommodation, 51 per cent of respondents were satisfied with the cost of accommodation while 77 per cent were happy with access to internet in their place of accommodation. The study provides vital information however it is based on a foreign study thus a similar study on PPTTCs in Kenya is worth undertaking. Radder and Han (2009), opined that quality accommodation services in the college may help students to attain the intellectual competence along with forming personal development and character which should lead to a students' on-college living experience.

A study on student satisfaction in public and private Universities in Pakistan (Hasnain, 2013), established that the accommodation facility doesn't have any significant effect on the satisfaction of the students. Questionnaires were used for data collection while various tools for data analysis were used such as reliability analysis, multiple regression Analysis and ANOVA. In the study questionnaires were used. This was a foreign study on universities hence the need for a study on PPTTCs in Kenya. A study by Toyin and Yusof (2013) sought to establish the sufficiency of facilities provided in the students' hostels in order to establish the level of satisfaction of the students with the facilities provided. The study employed 250 questionnaires which were distributed to respondents

using cluster sampling method. Data were analysed using descriptive statistics namely; mean score and standard deviation. Findings showed that most of the students (66.6%) were dissatisfied with the hostel facilities. The researchers also established that provision of quality accommodation services would improve the image of the institution and make it an institution of choice to prospective students. These findings are based on a foreign institution hence the need for a study on PPTTCs in Kenya.

Ferdi, Snowball, Klerk and Radloff (2013) in a study on the determinants of student satisfaction with campus residence life in South African established that the general atmosphere and characteristics of students' residence were found to be important predictors of student satisfaction. Alluding to the same, Nurul, Nor and Zulkifli (2011) in a study on students' satisfaction with housing facilities studied the physical and social variables. The study established that students were generally satisfied with housing facilities. Moreover, a study on factors predicting students' satisfaction with university hostels in Universities Sains Malaysia yielded similar findings. Accommodation services were found to have a significant relationship with students' satisfaction. The most important factors that influenced that students satisfaction levels were distance from the university facilities, the exterior condition of the hostel, hostel population, and satisfaction with transport, hostel security, room size, and room safety (Fatemeh, *et al.* 2010). The studies were conducted in universities hence the institutional gap.

Ferdi, Snowball, Klerk and Radloff (2013) studied the determinants of student satisfaction with campus residence life in a South African University. The study established that residence setting and characteristics, drug and alcohol issues in residence, safety, and individual student characteristics were the main determinants of students' satisfaction. The general atmosphere and characteristics of students' residence were found to be important predictors of students' satisfaction. The study was conducted in a foreign university thus it leaves an institutional gap which the current study sought to address.

Hostel accommodation is very crucial to the performance of students and their satisfaction. A post occupancy evaluation of students' hostel accommodation in the University of Lagos investigated students' hostel accommodation and their satisfaction. The population of the study was comprised of students of the University of Lagos and the facility managers. Eleven hostels were used and random sampling technique was used to select a sample of 179 from the frame. Descriptive and inferential statistics tools were used to analyze the data. The study revealed that there was sparse availability of laundry, pantry and meeting room in some of the hostels. This affected the level of satisfaction of the users (Olatunji, 2013). Findings of the study concur with the conceptual framework of the study however, there is an institutional gap.

Ajaj *et al.* (2015), studied availability, adequacy and functionality of hostel facilities in order to determine students' satisfaction in the Federal University of Technology. The facilities provided in the hostels were identified and the level of satisfaction with each of the facilities measured using relative satisfaction index. Questionnaires were used in data collection from a total of 322 students taken as the sample size for the study. The study revealed that respondents were dissatisfied with the adequacy and functionality of some facilities such as the laundry, bathroom and toilet facilities due to distance from rooms and the level of cleanliness which ultimately affected their satisfaction. Although the findings from the study provide insights on service delivery and students' satisfaction, it was limited in terms of the variables studied hence the need for a study with a wider scope for more comprehensive results.

A study on factors that influence students' level of satisfaction as regards higher education facilities established that accommodation services were rated low in terms of satisfying students' expectations. The questionnaire survey was used to collect data among students in three selected university. The questionnaire was administered to randomly selected faculty, course and year of student. The questionnaire survey was conducted to the students among three selected universities. The questionnaire was administered to randomly selected faculty (Sapri, Kaka & Finch, 2009).

A study on the factors predicting students' satisfaction with university hostels in Universities Sains Malaysia was administrated to undergraduate students living in the various hostels within the university. The purpose of this study was to identify the most important factors that predict undergraduate students' level of satisfaction with the student hostels they are living in. The study also explored the difference in the satisfaction levels of students living in hostels within the campus and those living in hostels outside the campus. It was hypothesized that there would be a difference in the satisfaction level between these two groups of hostel residents due to the different characteristics that these hostels have. A sample population of 288 students (220 females; and 68 males) was involved in this study with 48.3% living in hostels inside the campus and 51.7% living in hostels located outside the main campus area. The result of the study suggests that satisfaction with fees, distance from university facilities, room safety, room size, hostel security, and hostel facilities are the most important factors which predict undergraduate students' satisfaction with their hostel. There was also a significant difference in the satisfaction level between inside-campus and outside-campus hostels students. The most important factors that influenced that students satisfaction levels were distance from the university facilities, the exterior condition of the hostel, hostel population, and satisfaction with transport, hostel security, room size, and room safety. The study also found that the most preferred hostel among the students was due to its strategic location, close distance to lecture halls and other main facilities in the campus

and, good internet network connection (Fatemeh, Nadia, Ahmad & Zahra, 2010). However, the study was conducted in a university hence the institutional gap.

Akinyode (2014) studied students' satisfaction and perception on rented apartments in Nigeria. Data was generated through the administration of one thousand and eight hundred questionnaires focusing on the housing rents, evaluation on the housing, the level of students' satisfaction on housing, factors responsible for the high rent of housing and their support on non residency policy. Findings showed that students' satisfaction on the housing material was moderate while the level of their satisfaction on house rents was very low. The study revealed that there is significant relationship between the house rent, housing materials and the students' satisfaction and perception. Although the study is current, it has an institutional gap which the current study seeks to address.

An empirical evaluation on accommodation quality in higher education in Ghana examined students' accommodation quality in two public tertiary institutions. The findings indicated that items that received unfavourable rating include: bath room, access to transport, toilet, security, kitchen, entertainment, reading room, accommodation fees and searching cost. Results showed that residential service quality seems to be better than non-residential in terms of the distance to lecture and entertainment, while non-residential service quality appears to be better than areas such as overall quality, accommodation and core facilities. A study on students' satisfaction with accommodation

services by Schenke (2008) highlights the value placed on internet access, either through a network connection or Wi-Fi, in each student's room. Some authors argue that students can perform well in their studies if they have good, comfortable living conditions in their hostels (Hassanain, 2008). Thus, students' satisfaction with accommodation services must be ascertained regularly to address student needs.

A study by Mary, Akuakanwa and Ajani (2015) investigated students' satisfaction with hostel facilities in the Federal University of Technology, Akure, Nigeria. Findings of the study indicated that students' level of satisfaction with the facilities such as electricity, water supply and the availability of standby generator were highest with satisfaction indexes of 0.76, 0.73 and 0.70 respectively. However students were dissatisfied with the location of the laundry rooms, toilets and bathrooms. The facilities were located at the far end of the buildings such that the students staying at the other end have to travel a long distance to access them. Although the study was conducted in a university and has an institutional gap, findings indicated that provision of quality accommodation services should not be addressed holistically since students' dissatisfaction with quality of accommodation services can arise from a few poor quality services.

A study administrated to undergraduate students of Universiti Sains Malaysia aimed to identify the most important factors that predict their satisfaction with the student hostels they are living in. A sample population of 288 students was involved in this study. The

result of the study established that room safety, room size, hostel population, hostel security, hostel facilities, close distance to lecture halls and good internet network connection are the most important factors which predict undergraduate students' satisfaction with their hostel services. The findings are critical in highlighting need for quality services for students but it was conducted in a University hence the institutional gap (Fatemeh, Nadia, Ahmad & Zahra, 2010).

A study on privately provided accommodation in Nsamizi Training Institute of Social Development (NTISD) in Uganda sought to determine the relationship between privately provided accommodation service quality and students' satisfaction. A sample of 300 students from 20 private hostels was selected. Data was analyzed quantitatively and qualitatively. The study established a strong positive significant relationship between security and satisfaction regarding privately provided accommodation (Mugambwa *et al.* 2016). A study on students' satisfaction with accommodation services in the Federal University of Technology employed questionnaires in data collection from 322 students. Each of the facilities was measured using relative satisfaction index. Findings from the study showed that students are dissatisfied with facilities either because they are inadequate in number or quality or because of the location. This implies that the hostel facilities in the university are not providing satisfactory services to the students (Ajaj *et al.* 2015).

Further a study by Norazah and Iftekhar (2015) investigated whether location, facilities and quality of on-campus hostels affect students' attitude living in on-campus hostels as well as their satisfaction with hostel life. It also sought to establish if there is a significant relationship between students' attitude and their satisfaction with hostel life are also examined. Data were collected from 230 students living in on-campus hostels in a public higher learning institution in the Federal Territory of Labuan, Malaysia. Empirical results via multiple regressions discovered that students' satisfaction with hostels is mainly affected by the quality of services provided in hostels in terms of hostels' location and facilities. Students are very concerned that facilities provided such as the plumbing system which affect their satisfaction living in hostels. Further investigation of the study recognized that students' attitude is strongly affected by satisfaction followed by hostel facilities. Although the study has an institutional and methodological gaps, findings of the study concur with other studies that students' satisfaction with accommodation services is a prerequisite for students' satisfaction.

A study by Mary, Akuakanwa and Ajani (2015) investigated students' satisfaction with hostel facilities in the Federal University of Technology, Akure, Nigeria. Findings of the study indicated that students' level of satisfaction with the facilities such as electricity, water supply and the availability of standby generator were highest with satisfaction indexes of 0.76, 0.73 and 0.70 respectively. However students were dissatisfied with the location of the laundry rooms, toilets and bathrooms. The facilities were located at the far

end of the buildings such that the students staying at the other end have to travel a long distance to access them. Although the study was conducted in a university and has an institutional gap, findings indicated that provision of quality accommodation services should not be addressed holistically since students' dissatisfaction with quality of accommodation services can arise from a few poor quality services.

A study examined the influence of hostel services quality on student's satisfaction in the University of Development Studies (UDS) within the Wa-municipality of Ghana. A cross sectional quantitative research design was employed. The target populations of the study were mainly students residing in private hostels. Three hundred students were randomly sampled to participate in the study. The questionnaires were adopted from the SERQUA Model. The study unveiled that the model used in this study was acceptable ANOVA was significant ($p\text{-value} < 0.05$). The study also revealed that, taking all the other factors constant at zero; a unit change in tangibility will bring 0.054 change in students satisfaction, a unit change in assurance will bring 0.318 a unit change in reliability will bring 0.342 in customer satisfaction, a unite change in responsiveness will bring 0.096 change in students satisfaction and finally, a unit change in empathy will bring 0.381 change in students satisfaction. It is concluded that hostel management should paid attention to the discontentment from the students to improve efficiency and students' satisfaction (Appiah, 2016). Although the study is relevant to the current one, it has methodological and contextual gaps since research tools were adopted from a model and

the study was examined private hostels respectively unlike the current study that sought to examine hostels in PPTTCs provided by the government.

Concern over the deplorable state of hostels in public universities in Kenya was raised by Commission for University Education (CUE) during a conference on the state of education organized by the Africa-America Institute. The CUE chairman raised concern over the problem of overcrowding stating that there was acute shortage of hostels leading to overcrowding. Universities were blamed for allowing students to live in poor conditions. They were urged to ensure that they have adequate accommodation facilities for proper learning to take place (Ouma Wanzala, Daily Nation Newspaper Kenya, Thursday May 4, 2017 pg. 12). Commission for University education thus attributes good learning outcomes to quality accommodation services.

Due to the fast growth in student population in the Kwame Nkrumah University of Science and Technology (KNUST), measures were put in place to address the challenge of inadequate hostel facilities at the university. Private developers supplemented government's effort to address the accommodation needs of students. Although provision of accommodation services in terms of quantity was evident, the quality of the facilities was explored through research to assess students' satisfaction questionnaires were used to get feedback from 105 sampled students. It was established that students were satisfied with the design features of the building such as room size, height, quality of ventilation in

the room, social amenities and the neighbourhood of the hostels. Despite the above, they indicated that some aspects of the management system especially the commitment of the hostel operators towards maintenance needed improvement. The need for hostel managers to solicit students' views on quality of services provided was recommended (Kwame & Fiifi, 2017). Findings from the study further stress on the importance of addressing students' concerns with regards to quality of accommodation services provided. It also affirms that quality of support services provided to learners in various institutions is an emerging issue of concern in higher learning institutions. However, the study was conducted in a university hence the institutional gap.

2.8 Relationship between Quality of Guidance and Counselling Services and Students' Satisfaction

Guidance and counselling is an integral part of the education system whose goal is to enable each learner to derive optimal educational benefits so as to actualize his/her potential (Eyo, Joshua & Esuong ,2010). Guidance and counselling is an essential service in every educational institution since learners require support in all aspects of their lives such as academic, social, interpersonal and emotional development. In view of this, the Kenyan government recognises guidance and counselling as an essential service that should be given to every student (Nyamwaka, Ondima, Nyamwange, Ombaba & Magaki ,2013). To ensure that students reap the benefits from learning and realize their academic

goals, effective support through professional guidance and counselling is of critical importance (Njoka & Cajertane, 2014).

Students in learning institutions face challenging situations on a daily basis. They are expected to make intelligent choices in curricular, acquire basic study skills for optimum achievement and adjust to his/her peers, teachers and parents. Students also live and share facilities such as hostels and dormitories with individuals from different economic and social backgrounds (Mutie & Ndambuki 2003). While emphasizing on the importance of guidance and counseling, Tina and Ugochukwu (2014) state that it is a molding, rebuilding and rehabilitating process. They further argue that guidance and counseling focuses on the individual thus it's highly required in the schools, colleges, higher education institutions. Despite its importance, guidance and counseling in learning institutions is riddled with various challenges such as lack of trained counselors, lack of sufficient time, facilities and orientation materials for use by counselors. This is further supported by the Vice Chancellors' Committee Report (2000) that observed that most university students experience socio-psychological changes throughout their life in the university thus they need quality services of the Student Affairs Personnel (SAP). In Kenyan universities, the office of the Dean of Students is mandated to attend to students' welfare concerns from the time of admission up to graduation. To serve students in a satisfactory manner, staff working in student affairs departments should be well trained in guidance and counseling in order to offer quality services.

The upsurge in diverse student challenges as well as the current harsh economic times hamper students' learning process has led to the need for guidance and counselling services in learning institutions (Mapfumo, 2001). For guidance and counselling to yield the desired outcomes for students, its quality is vital. A study on problems faced by school counsellors revealed that poor counsellor student-ratio impedes quality of guidance and counselling services in Zimbabwe. This is because there are too many students for counsellors to attend to (Maturure, 2004). Furthermore, Mapfumo reiterates that there are few counsellors in Zimbabwe. This may compromise quality of guidance and counselling services offered thus leading to students' dissatisfaction.

According to UNESCO (2002), where there are no guidance and counselling services, institutions lose learners who are unable to cope with the set academic standards. This often leads to increase in dropout rate. The key function of quality guidance and counselling services is to discover students' abilities and needs as well as moulding them to adjust and manage experiences as students and in the world of work once they graduate. In the rural mid-western states of America, considerable numbers of students dropout due to poor academic grades as well as inability to cope with high school learning. The latter is attributed to students' loss of confidence and low self esteem that leads to dismal academic performance (Rutondoki, 2000). Quality guidance and

counselling services can mitigate the challenge and minimise wastage from learning institutions.

Interventions in guidance and counselling enhance students' academic achievement and enable learning institutions to have more positive climates. When institutional counsellors have requisite skills, time and resources, counselling interventions lead to improved academic outcomes as well as cohesion among staff and students. Students are also well guided on personal, academic and career concerns (Day, 2004). According to Kangai, Rupande and Rugonye (2011), guidance and counselling service is a crucial aspect of students' supports services especially in higher education institutions. Okobiah and Okorodudu (2006) emphasize that guidance and counselling entails activities, relevant services and processes of helping persons within and outside a learning institution to achieve their full potential in terms of their emotional, moral, social, academic and vocational development. Ineffective guidance and counselling service can hamper effective teaching and learning in tertiary institutions leading to students' unrest and other anti social behaviour among students (Gudo, Olel & Oada, 2011). Many colleges offer counselling services which are tailor made for students who experience developmental crises. Such services provide students with an opportunity for growth as well as empowering them to deal with career decisions, interpersonal relationships, identity problems, educational plans and other concerns related to becoming an autonomous person (Mwiti, 2005).

Regardless of how academically prepared students are for college, even well constructed educational plans can be significantly altered by both unexpected life events and ongoing personal problems. Related evidence of the opening doors research project on focus groups of community college students confirmed that student personal problems were a major impediment to their academic pursuits (MDRC, 2004). The research recommends that education institutions should ensure that support such as counselling, mentoring, and peer networks are available to help students cope and manage everyday pressures. The foregoing implies personal guidance and counselling can help students confront academic as well as non-academic challenges. Hui (2002) asserts that comprehensive guidance and counselling programme requires finance and competent human resources. Furthermore, Santamaria and Watts (2005) argue that quality of guidance and counselling is dependent on the training, creativity, resourcefulness, assertiveness and initiative of the counsellor. Nonetheless the moral and financial support provided by institutional management is equally critical. This leads to quality guidance and counselling services which enhance students' satisfaction.

Despite the significant role played by guidance and counselling in learning institutions, most institutions in Kenya face the challenge of poorly implemented guidance and counselling services. Institutions that have established the counselling departments have done so haphazardly in terms of time allocation as well as poor or inadequate infrastructure (Ndirangu, 2002). This compromises quality of counselling services

provided to students who are the main counselees. A study on client satisfaction with counselling collaborative program sought respondents' views on their experience at the counselling agency where they received services. Most of them were concerned with the short duration, long waiting time between appointments and reception or administration. The latter includes factors such as the atmosphere of the waiting area or the reception they received from staff. Some of the respondents raised concern relating to the counsellor while others expressed their preference of one counsellor as opposed to others (Region of Waterloo, 2012). The study was biased to collaborative counselling thus findings cannot inform the current study.

A study on American high school student's perception of school counsellor roles and functions established that students rated counseling roles as important, indicating that they perceive them as significant. A 20 item questionnaire was administered to students at two urban high schools (Laura, 2004). The respondents in the study were high school students only therefore school management's perspective was not considered in the study. It also focused on rating the counselor's role and was silent on students' satisfaction with the guidance and counseling service offered which the current study seeks to address.

In a study on public secondary schools in Kenya conducted by Muango and Joel (2012) established that 56% of the respondents rated career counselling services as being favourable, 30.4% as average and 14.6% rated unfavourable. It was also observed that

school management usually appoint a teacher to act as school counsellor in order to provide students with guidance and counselling services. However such teachers rarely counsel students because guidance and counselling is perceived as an additional responsibility which impacts on service quality and subsequently students' satisfaction. The study was based on universities thus it has an institutional gap.

A study on the state of guidance and counseling programmes in high schools in Manicaland, Zimbabwe, established that counselors tend to lack training and rarely keep records of their activities. The counselors did not demonstrate awareness of the regulations governing the implementation of guidance and counseling in schools. The study employed qualitative methodologies to collect data from students, guidance teachers and head teachers Mapfumo & Nkoma, (2013). The study was mainly on the state of guidance and counseling in schools and did not take students' satisfaction into account thus the research gap.

A study on students' views on the quality of guidance and counselling in Haramaya University Ethiopia established that although guidance and counselling is an important support service area for students, it hasn't been given the necessary attention in terms of appointment of professionals and allocation of material resources. Findings of the study uncovered the fact that students do not have sufficient knowledge on the kind and the

extent of guidance counselling services offered in the university campuses (Yilfashewa, 2011).

Students' perception of guidance and counselling determines whether they use the counselling services in schools. A study on effectiveness of guidance and counselling in secondary schools after the ban of corporal punishment in Kenya (Mutunga, 2003) found that the level of voluntary consulting with the guidance and counselling department by students was very low. This was attributed to lack of trust, fear of being victimized and poor counselling environment. It was therefore noted that students are yet to perceive the role of guidance and counselling positively and embrace it appropriately.

A survey on students' perception of school counselling services in Sri Lanka employed semi structured questionnaire and interview schedule to collect data. The researcher worked with four schools to gather raw data. 100 students were taken as the sample. A survey design was employed as the research approach. Semi structured questionnaire and interview schedule were used to collect data as instruments. Majority of the students (73 %) recognized counselling service as a method of giving advice by senior teacher and teachers appointed as counsellors. The main outcome of the study was that 65 per cent of the students do not have much confidence about school counsellors especially with individual counselling. For the same reason 52 percent of the students are not satisfied with the counselling services in their schools and about the venue that is used as

counselling room. Most of the students prefer to have professional guidance (Chathurika, 2015). The study sheds light on factors that can inhibit provision of quality counselling services. However it was conducted in schools in a foreign country hence the institutional gap.

Student unrest in secondary schools in Nairobi is attributed to among other factors, wanting student support services. Such services entail lack of guidance and counselling and lack of spiritual guidance (Muli, 2012). Rapid growth in student population in the University of Nairobi over the past two decades has had serious implications on the university's operations especially in the provision of quality student support services. Although various strategies have been put in place to address the challenge, the problem is yet to be addressed effectively and adequately to the satisfaction of students. Despite the fact that student support services are non- academic, they affect the university's academic outputs (Odundo, Origa, Nyandega & Ngaruiya, 2015).

A survey of the attitudes of students and teacher counsellors towards guidance and counselling in selected schools in Limuru Division used questionnaires for data collection. The study found out that fear of breaking confidentiality was one of the reasons that kept students away from seeking help. The students expected the teacher counsellors to be confidential and to have qualities like genuineness, acceptance, trustworthiness and empathy. The study established that students fear seeking for help for

fear of what people would think of them, besides being ashamed to disclose certain problems to counsellors Nyambura (2007). The study used questionnaire as the only instrument for data collection thus it has a methodological as well as institutional gap.

Juma (2009) studied challenges guidance and counselling departments face while offering services in secondary schools in Ngong Division. The study employed descriptive survey design and questionnaires and interview schedules to collect data. The findings established that the counselling department in most schools lack rooms from where they can carry out their activities. This affects the quality service delivery of the teacher counsellors. A study by Gatua (2012), on public urban and rural secondary schools in Nakuru and Uasin Gishu Counties Kenya, established that guidance and counseling services in secondary schools had high level impact on students' social and emotional adjustments. The study adopted descriptive cross-sectional survey research design. Simple random and purposive sampling techniques were used to select 336 students, 45 school counselors and 45 school administrators participated as respondents. The data was collected using questionnaires and interview schedule. The study was based on secondary schools and did not consider student satisfaction. The study was based on secondary schools unlike the current study that seeks to examine the effect of guidance and counseling services on student satisfaction in PPTTCs in Kenya.

In a study on the nature of guidance and counselling services in selected secondary schools in Eldoret Municipality Kenya, Akinyi (2013) through structured questionnaires, it was established that lack of physical and human resources characterized the nature of guidance and counselling services in the area. Some services were provided in the schools of study but most teachers including the head teachers were not aware of the requirements of student guidance and counselling. This realisation was reflected earlier in Orange's (2011) study about the status of career guidance and counselling programmes for students in public secondary schools in Nairobi Province. Orange also found out that schools had different programmes for career guidance and counselling. It was also established that the career guidance and counselling teachers were available but not adequately empowered with career guidance skills, knowledge and facilities to carry out effective career guidance services. According to the findings other challenges faced in this field in surveyed schools include; inadequacy of career guidance and counselling resources and overloading of career guidance and counselling teachers with academic class work. The two studies provide some meaningful insights for the current study but Akinyi (2013) study was only quantitative, thus presenting a methodological gap. Both studies were about secondary schools leaving an institutional gap for which a mixed approach survey of Kenya's public PPTTCs is sought.

A study on determinants of guidance and counseling programme in addressing students social adjustment in secondary schools in Siaya Kenya, found out that guidance and

counseling department is faced with: lack of facilities and resources, inadequate training of teacher counselors and teacher counselors being members of the disciplinary committees which creates conflict of interest. The study adopted a descriptive survey design. Target population was 3211 which comprised of 2,505 grade twelve students, 68 Head teachers and 569 teachers all drawn from 68 schools, and one district quality assurance and standards officer. Questionnaire and interview schedule were used to collect data. The study recommended that guidance and counseling be strengthened by providing appropriate facilities to run the programme, and posting of trained teacher-counsellors to head the departments (Auni, Songok, Jepchirchir, Dhiambo, Nabwire & Lyanda, 2014). Although this is a current study, it is based on secondary schools therefore there is an institutional and methodology gap.

A study by Kyalo and Chumba (2011), on factors influencing social and academic adjustment of students of Egerton University noted that guidance and counselling programme has a critical role to play in assisting students to adjust in the university. The study adopted ex post facto causal-comparative research design. The target population were 4831 undergraduate students enrolled at Egerton University and three staff from the dean of students' office. A random sample of 357 students and purposive sample of 40 student peer counsellors, 2 student counsellors and the dean of students was selected. Data was collected using closed and open ended university students' questionnaire and interview schedule was conducted among selected respondents. The collected data was

processed and analysed using descriptive statistics namely; frequencies, means and percentage. Inferential statistics used were Chi square, Pearson correlation and analysis of variance (ANOVA).

Academic guidance and counselling is a crucial aspect of students' support services. A study by Kangai, Rupande and Rugonye (2011), sought to establish how learning institutions can develop and provide quality and effective guidance and counselling services to its students. Data for the study was collected from a random sample of 200 students registered at the ZOU for the academic year 2010 through a survey that employed questionnaires and interviews. Major findings of the study were that the majority of students (80%) needed quality and effective guidance and counselling. These findings emphasise the need for quality guidance and counselling services for students' satisfaction.

A study explored student perceptions of quality of the college's counseling department services and how those perceptions influenced students' satisfaction. The study used an outcome survey given to students at the University of Alabama counseling department. Students who had sought counseling services during a 4-week period in the spring semester 2011 were purposively sampled. Findings from the study indicated that there was a significant relationship between students' satisfaction and perceived quality of counseling services. Students who considered the services as important were also

satisfied with the services provided and vice versa. However, males and females students did not differ in their perception of the importance of the relationship between students and the counselor. Overall, students were satisfied with quality of counseling services at The University of Alabama (Guenther, 2011). The study though relevant to the current one, was carried out in a university where students who had sought counseling were selected for the study. In view of this, it has methodological as well as institutional gaps.

The study by Gatua (2012), sought to establish impact of guidance and counselling services on students' social and emotional adjustment in the selected public urban and rural secondary schools in Nakuru and Uasin Gishu Counties, Kenya. The study adopted descriptive cross-sectional survey research. The research population was from 4 students in 24 secondary schools from Urban Setting: Eldoret, Naivasha and Nakuru, and rural setting: Soi, Kuresoi and Molo. Simple random and purposive sampling techniques were used to select 336 students, 45 school counsellors and 45 school administrators as respondents. Quantitative data percentages were employed to analyze the collected data. Findings of the study indicated that guidance and counseling services in secondary schools had high levels impact on students' social and emotional adjustments. It was concluded that guidance and counseling services helps in enhancing satisfaction amongst secondary school students. The study has an institutional gap as it was based on secondary schools thus findings cannot be generalized to PPTTCs in Kenya.

A study by Nweze and Okolie (2014) on effective guidance and counseling programmes in secondary schools adopted an ex-post facto descriptive survey design and covered senior school students in ten selected secondary schools in Ebonyi State, Nigeria. Simple random sampling techniques were employed in selecting the sample for the study and utilized 300 respondents; 30 head teachers and 27 students from each of the ten selected schools totaling 270 students. Findings revealed that students felt that there are little or no counseling services in schools to assist them in career decision making. Results also showed that only 41 respondents representing 22.77 per cent of the study population agreed that counseling services are available in schools. The rest of the respondents 139 representing 77.22 per cent of the population were of the opinion that that there is no form of counseling services to assist them in career decision-making in their respective schools. These findings concur with Idowu (2004) who argues that school teachers who act as counselors often lack time to provide students guidance and counseling services. This is attributed to the fact that most of the work as school counselors and are also overloaded with other duties thus they often suffer from professional burnout. Study findings highlight impediments to the provision of quality and satisfactory guidance and counseling services to students. However, the study employed ex post facto design and is based on secondary schools and thus it has institutional and methodological gaps.

2.9 Relationship between Quality of Medical Services and Students' Satisfaction

Medical services are usually administered with specific standards and regulations in learning institutions but such standards in most cases are not maintained. Assessment of students' satisfaction is a useful parameter to predict the quality of health care services. Chang, Chen and Lan (2013) describe the evolution of the concept of service quality and satisfaction. The study focused on interpersonal relationship-based medical service with a bias on service encounter by professional personnel, general administrative personnel, environment and space.

According to Lagrosen and Lagrosen (2003) the efficiency of medical services often depends on the quality of services towards the customer or patient. In light of this, health medical services providers must ensure that the services always meet their clients' needs. According to Dansky and Milles (2007) patient satisfaction with medical services is important because satisfied patients are more likely to maintain a steady relationship with the service provider or institution. Organizations which address weaknesses in their medical services consequently improving them realize that patients who are satisfied are more likely to follow specified medical schedule and treatment plans. This also enhances overall institutional performance.

In order to improve service quality in the medical facilities, feedback from the recipients of the services is becoming more incorporated (Ministry of Health, 2007). Provision of

quality medical services to meet patients' expectations is the obligation of every medical service provider, learning institutions not being an exemption since this is a critical support services provided to students (Ghana Health Service, 2010). It is a key benchmark for measuring the effectiveness of the institution in provision of quality care and also indicates the efficiency of the administration. Chang, Chen and Lan (2013) argue that service quality and satisfaction in the medical field has evolved with more focus being on interpersonal relationship between the service provider and the client. In view of this, they propose that medical service quality should be examined based on four variables; service encounter with professional personnel, general administrative personnel, environment and space in the medical facility. These variables have also been examined in the study with a view to establish how they affect students' satisfaction.

A study on factors affecting the quality of medical services provided by Iranian physicians employed exploratory in-depth individual interviews. Respondents of the study were sixty-four physicians working in various medical institutions. Findings from the study indicated that individual, organizational and environmental factors enhance or inhibit the quality of medical services. Moreover, quality of medical services depends on the personal factors of the physician and patient as well as the healthcare setting and the broader environment. The study drew the conclusion that differences in internal and external factors such as availability of resources, patient cooperation and collaboration among providers affect the quality of medical services and patient satisfaction.

Supportive leadership, proper planning, education and training and effective management of resources and processes improve the quality of medical services (Mosadeghrad, 2014). The study brings to the fore various factors impacting on quality of medical services. Nevertheless, it was conducted in medical institutions rather than learning institutions thus it has an institutional gap. The study also solely depended on the outcomes of in-depth interviews hence it has a methodological gap.

A study by Chu and Lo (2001) on patients' satisfaction with dental services provided by a university in Hong Kong showed that students were satisfied with the quality of dental services provided by the dental clinic. However they were dissatisfied with the long waiting time for an appointment. The objectives of the study were to examine consumers' satisfaction with dental services; to identify their reasons for not using the dental services and to compare the opinions of the students with those of the university staff and their spouses. A total of 140 students and 180 staff and their spouses were randomly selected for the study. This is a foreign study based on a university whose findings may not be in line with quality medical services provided in PPTTCs in Kenya.

A study on assessment of quality of service delivery provided by University of Houston health center found that factors affecting health service quality that contribute to customer satisfaction include; nurses' attitudes towards patients and cleanliness of facilities (Anderson, 1995). Cleanliness of rooms, bathrooms and floors have a great

impact on students' satisfaction and have also been a challenge facing medical services in learning institutions (Zoller, Lackland & Silverstein, 2001). The study was based on a foreign university therefore it has an institutional gap.

A survey on students' satisfaction in Pakistan universities sought to establish the quality of medical services. Quality of services was measured through; availability of doctors (mean value of 3.15), availability of medicines (mean value of 3.21), availability of ambulances (mean value of 2.86) and availability of emergency staff & medicines (mean value of 3.30). Findings from the study indicated student dissatisfaction despite the fact that the university has separate medical centres for male and female students. The university has full doctors to ensure quality medical services in the institutions. Dissatisfaction was mainly attributed to lack of awareness among students as well as poor provision of medical services (Muhammad, Ali, Imran & Muhamnd, 2010). Although the findings shed light on the status of support services, it was based on a university hence the institutional gap.

A study on students' satisfaction with universities' healthcare clinics' services in Jordanian higher education sector found that students were satisfied with medical service centre location, medical services' prices, doctors' experience, medical clinic temperature, cleanliness and treatment by employees. However, they were dissatisfied with

appointment waiting time. The study employed both secondary and primary data sources and adapted a quantitative approach. The regression method was used to test all study hypotheses (Muhammad, 2014). A similar study by Anderson (1995) used SERVQUAL model to assess the quality of services provided by University of Houston health centre in order to evaluate customer perceptions of service quality. The study found that factors affecting health service quality are nurses' attitudes towards patients and cleanliness of clinic facilities. The study is based on a university thus there is an institutional gap which the current study will address.

Medical services provided can increase students' satisfaction by emphasizing students' orientation in medical service quality such as medical structure, medical process and medical outcome. Several studies (Jabnoun and Khalifa 2005; Saravanan and Rao 2007; Shahin and Samea 2010), found that providing excellent service quality and high customer satisfaction is one of the most important issues challenging today's medical service industry. According to Yap and Sweeney (2007), students may expect to experience efficiency, helpfulness, reliability and confidence from medical service staff as an indication of the staff personal interest in their patronage. Therefore if perceptions are the same as students' expectations, the service is considered good and if expectations are not met, the service is considered bad thus dissatisfying.

A study sought to assess the quality and effectiveness of services provided by the private hospitals in Kuching. A cross-sectional descriptive study design was used among the in-patients. The variables of the study were; hospital services of doctors, nurses/ medical assistant, administration and infrastructure. Data were collected through a self-administered questionnaire distributed to in-patients in the three private hospitals. There were a total of 300 respondents drawn from in-patients through convenience sampling with 155 (51.7%) were male and 145 (48.3%) were female. Data was analyzed using paired-sample T-test. Findings showed that there was a significant difference between expectations and perceptions for all the four study variables in hospital services quality ($P=0.00$). The highest difference between expectations and perceptions was found in the nurses/medical assistant's service quality while the lowest difference was in doctor's service quality. Findings revealed that they were dissatisfied with the services provided in the three hospitals in Kuching (Heng, 2011). The study confirmed that service quality is critical for customer satisfaction. However, it was carried out in hospitals and used paired sample T-test thus it has institutional and methodological gaps. Wanjau, Muiruri and Ayodo (2012) sought to explore the factors affecting provision of service quality in the public health sector in Kenya with specific reference to Kenyatta National Hospital. Views were sought from one hundred and three respondents comprising of sixteen doctors, thirty two nurses, twenty nine clinical officers, fourteen laboratory technologists and twelve pharmacists. Data was collected using closed and open ended questionnaires.

Study findings showed that low employee's capacity led to a decrease in provision of service quality public health sector by factor of 0.981 with while inadequate technology adoption in provision of health service led to a decrease in provision of service quality by a factor of 0.917. Ineffective communication channels affected delivery service quality in public health sector by a factor of 0.768 while insufficient financial resources resulted to decrease in provision of health service quality by factor of 0.671. The study focused on health service providers rather than the recipients of the same and only used questionnaires to solicit information thus it has a methodological as well as institutional gap.

A study by Abdallah (2014) on how vulnerable lower income patients make health care decisions and perceive quality medical services in the United States classified patients' perceptions and views on service quality into; patient-centered care, timely and efficient care, quality and range of services. Patient perception on patient-centered care noted that treating them in a hospital environment with respect and dignity as well as designing the service delivery to be equitable and fair are the building blocks on quality healthcare. Timely and efficient care was a major perception of patients on service quality. The study revealed that quality care is centered on structural elements of care rather than outcomes. A survey on students' satisfaction with service delivery in Federal Universities in South Nigeria employed stratified random sampling technique to arrive at a sample of 1,700 students from a population of 70,808. Data were obtained through a questionnaire which

had a test-retest reliability estimate of 0.83. The instrument was administered to the 1,700 respondents, but only 1,450 copies were properly filled and used to assess students' satisfaction with the delivery services their respective universities. Data collected were analyzed using both descriptive statistics and a single-mean population t-test. The findings of the study showed that students' satisfaction with medical services was significantly high (Akpoiroro *et al.*, 2015). The study was conducted in universities and employed only questionnaire for data collection thus it has institutional as well as methodological gaps. In order to establish patients' satisfaction with healthcare services, a comparative study was conducted between University of Ghana and University of Cape Coast Hospitals (Kofi, 2015). A modified version of the SERVQUAL model was used for data collection. A sample of 218 patients was drawn from the two hospitals. Multiple linear regression, independent T test and a manual thematic analysis were used in the data presentation and analysis. Findings from the study showed that empathy, communication, culture, tangibles are the main predictors of patients' satisfaction with quality healthcare. Respondents also indicated that timeliness, staff performance, service improvement and satisfactory services are relevant for ensuring service quality to patients at the hospitals. A comparative analysis showed that empathy, tangibles and priority were dimensions of service quality that pose a difference in healthcare delivery at the two-university hospital. Findings from the study further emphasize on the critical role of quality medical services for customer satisfaction. However, the study was conducted in two health facilities thus

there is an institutional gap. Instruments were developed using modified SERVQUAL model thus there is a methodological gap. A study in Universiti Malaysia Terengganu sought to establish students' satisfaction levels towards services provided by the health center. To achieve the objective, questionnaires were distributed to 318 respondents. The statistical analysis revealed that service counter, treatment rooms, pharmacy counter and waiting hall have a relationship with a total score of satisfaction level of students. Results also proved that the score between male and female is highly significantly different. The mean rank score for male students was higher compared to female students (Wan, Nor, Nurfadhline, Mohd, Norizan & Zalila, 2014). The study was based on health care services and it also sought to compare satisfaction by gender thus it has a contextual and methodological gaps. In Ghana, introduction of the distance education programme enhanced students' access to higher education which rose tremendously to about 30,000 in the 2012/2013 academic year. To ensure effectiveness of the teaching and learning process, student academic services are provided in form of face-to face tutorials and learning materials. However, student support services such as guidance and counseling services are inadequate (Sekyl, 2013). The study has an institutional gap having been conducted in higher education in Ghana. A study by Muhammad (2014), on factors predicting students' satisfaction with University of Jordan healthcare examined medical services' prices, doctors' experience, medical clinics' convenience, temperature and cleanliness and treatment by employees. A quantitative approach was used to survey

students who use such services as a means of data collection. 500 questionnaires were distributed and the response rate was 60%. A 5-point Likert Scale was used in all questionnaire items. The regression method was used to test all study hypotheses. The study found that students were satisfied with medical service centre location and medical service prices, doctors' experience, medical clinic temperature and cleanliness and treatment by employees, but were dissatisfied with appointment waiting times. The study was based on a foreign university and used a qualitative approach thus it has both institutional and methodological gaps.

An undergraduate students' satisfaction survey was carried out at the University of Dodoma to seek students' opinion on academic and non- academic services provided by the university (Peter, Abbas & Pius, 2014). The data used in the survey were primarily collected from the UDOM students. The questionnaire was used as the tool for data collection. It was employed to collect information from the undergraduate UDOM students. Factor analysis was adopted in order to identify underlying variables that explain the pattern of correlations within a set of observed factors. The overall students' satisfaction index was 55.2% which is minimal indicating that the university should improve service delivery to enhance students' satisfaction. Among the eight items need attention of the university as students are least satisfied were medical services such as; availability of emergency staff and medicines. The study has a very wide scope in that

academic and non- academic services were studied unlike the current study. The study was also based on a university therefore it has an institutional gap.

A study on the quality of medical services at a hospital in Korean medicine used the service encounter system approach to analyze the influence of treatment effectiveness on patient loyalty. The survey employed a cross-sectional design. Data were collected using interview method and main respondents were patients. Structural equation modelling analysis was performed to verify causality and association between quality of medical service, treatment effectiveness, patient satisfaction and intent to revisit. Findings showed that factors of physician performance and quality of service procedures had a positive effect on treatment effectiveness of the patients. The quality of the medical facilities and environment as well as interpersonal-based medical service encounters had significant effect on patient satisfaction since they positively influenced patients' intent to revisit (Chang, Joon-Shik, Jinho, Yoon, Me-riong, Areum, Ki Byung, Ho-Joo & In-Hyuk, 2017). Findings of the study highlight critical factors influencing patients' satisfaction with quality of medical services. However, the study is based on a hospital thus findings may vary in PPTTCs in Kenya.

A study examined patient satisfaction with the quality of healthcare in Ghana through a comparative study of healthcare services at the University of Ghana Hospital (UGH) and

the University of Cape Coast Hospital (UCH). The cross-sectional design was used. Primary data was collected from patients at the two medical facilities through structured questionnaires. The tools were administered based on the stratified and convenience sampling methods to select patients receiving healthcare at the outpatients departments of the two hospitals. Descriptive statistics and linear regression analysis were used to analyze the data with the help of SPSS version 20. The findings indicated that empathy ($\beta = .14, P = .003$), communication ($\beta = .26, P = .00$), culture ($\beta = .17, P = .008$), tangibles ($\beta = .12, P = .040$), and priority ($\beta = .18, P = .002$) are significant predictors of patient satisfaction (Albert & Kofi). Like the current study, findings of the aforementioned study concur that quality of medical services is critical to patient satisfaction. However, it has institutional and methodological gaps since it was a comparative study carried out in two hospitals.

Guidance and counselling services play a critical role in the student development process as well as student retention in learning institutions. Quality guidance and counselling is a basic requirement in learning institutions. A survey conducted by Al-Asmi and Thumiki (2014) sought to assess students' satisfaction with counselling services in three colleges in Muscat. In the study, twenty-six variables were formed into five factors. Outcome of the study showed that students' satisfaction with the counselling services systems is highly influenced by 'feel good', 'critical situations' and 'IT' factors. It was also found

out that satisfaction is independent of students' gender but was dependent on the education level. Lower level students were found to be more satisfied with counselling services than the students at the higher level. Student satisfaction has a significant positive correlation with expertise of the counsellors as well as their promptness in solving students' problems.

A study by Owonaro, Eniojukan, Owonaro and Ebony (2017) was set out to evaluate patient satisfaction with pharmaceutical services. Out respondents who agreed to participate were 300. The questionnaire was used to capture demographic data, drug information provided and how satisfied patients were with the pharmaceutical services provided. Respondents who reported that information on adverse effects of drugs/side effects was provided were 60%. The same percentage (60%) reported that information on food not to be taken with drugs was provided. Those who reported that information on drug-drug interactions was provided were 54% while, those who reported that information on what to do when adverse effects of drugs/side effects occur was provided were 59%. About 59.5% of the respondents reported that information on how to store their medications was provided compared to 74.5% who reported that information on importance for adherence to medication was provided,. Additionally, 70.5% of the respondents reported that an instruction on the need for follow-up was provided. Respondents who rated good satisfaction with information provided to them on adverse effects of drugs/side effects were 48% while 33.5% rated good satisfaction

with information provided to them on food not to be taken with drugs. Furthermore 41.5% of the respondents rated good satisfaction with information provided to them on drug-drug interactions and 45.5% rated good satisfaction with information on what to do when adverse effects of drugs/side effects of drugs occur. Moreover, 40% of the respondents rated good satisfaction with information on storage of medication. In general, most of the respondents reported that prescribed drugs were available and affordable. In terms of demographical data, occupation, marital status, monthly income and education recorded statistical correlation. Drug information was provided and patients were satisfied with the information provided. Nonetheless, it was observed that pharmacists require continuous education on patient care and communication skills. Although the study has a contextual gap having been conducted in the pharmaceutical services, it affirms that quality medical services are critical for patient satisfaction. It further confirms that all aspects of medical service impact on patients' satisfaction.

A study by Seoyoung and Eun-Kyung (2017) sought to investigate medical service quality, satisfaction and to examine factors influencing hospital revisit intention of the United Arab Emirates (UAE) government sponsored patients in Korea. A total of 152 UAE government sponsored patients who visited Korean hospitals participated in the questionnaire survey. Stepwise multiple regression was used to identify the factors that affected the revisit intention of the participants. Findings of the study indicated that the

mean scores of medical service quality, satisfaction, and revisit intention were 5.72 out of 7, 88.88 out of 100, 4.59 out of 5, respectively. Medical service quality and satisfaction, Medical service quality and revisit intention, satisfaction and revisit intention were positively correlated. Medical service of physician, visiting routes and responsiveness of medical service quality explained about 23.8% of revisit intention. Recommendations of the study were that physicians should communicate with patients while ensuring sufficient consultation time based on excellent medical skills and nurses to respond immediately to patients' needs through an empathic encounter in order to improve medical service quality and patient satisfaction. This would ensure there is an increase in revisit intention of the United Arab Emirates government sponsored patients. Furthermore, it is necessary for the hospitals to have support plans for providing country specialized services in consideration of the UAE culture to ensure that physicians' and nurses' competencies are not undervalued by non-medical service elements such as interpreters and meals. Findings of the study stress on the significance of quality medical services for patient satisfaction and competitiveness. The study like others stresses on significance of medical services for patient satisfaction. However, it has institutional and methodological gaps.

A study by Chang, Joon-Shik, Jinho, Yoon, Me-riong, Areum, Ki, Ho-Joo and In-Hyuk (2017) assessed the quality of medical services provided at a CAM-oriented hospital of

Korean medicine. The services encounter system approach was used to analyze the influence of treatment effectiveness on patient loyalty. A survey study using one-on-one interviews was conducted using a cross-sectional design. A total of 880 surveys were completed from June to July, 2014, and 728 surveys were included in the final analysis. The reliability and validity of the surveys was confirmed using Cronbach's alpha coefficient and confirmatory factor analysis. A structural equation modelling analysis was performed to verify causality and association between factors; quality of medical service, treatment effectiveness, patient satisfaction, and intent to revisit. Study findings showed that the measured factors of physician performance and quality of service procedures had a positive effect on treatment effectiveness. The impression of the facilities and environment directly impacted on satisfaction rates for interpersonal-based medical service encounters, while treatment effectiveness positively affected satisfaction regarding quality of medical service. However, treatment effectiveness had a more significant effect on satisfaction compared to facilities and environment, and it indirectly affected satisfaction and directly influenced intent to revisit. Treatment effectiveness and satisfaction both positively influenced intent to revisit. Findings of the study stress on salient features in medical services that contribute to patient satisfaction. The study emphasizes on quality medical services for patient satisfaction and loyalty. However, it was conducted in a hospital thus it has an institutional gap.

2.10 Theoretical Framework

The study was anchored on Value-Percept Disparity (VPD) theory of customer satisfaction. The theory was formulated by Locke in 1967 and later proposed by Westbrook and Reilly (1983). According to the theory, satisfaction is a response that is triggered by a cognitive evaluative process in which the perceptions of a service are compared to one's values, needs, wants or desires. A growing disparity between one's perceptions and one's values (value-perception) indicates an increasing level of dissatisfaction. Thus values are comparative standards in explaining customer satisfaction and dissatisfaction. Westbrook *et al.* (1983) suggested that both constructs of values and expectations are needed in explaining customer satisfaction.

The importance of expectations in the customer's/student's evaluation of services has been acknowledged in past service quality literature (Parasuraman, Zeithaml, & Berry 1988; Cronin & Taylor 1994). Great scholarly contribution on determinants of service quality and satisfaction has been made by Zeithaml *et al.* (1990). The value percept disparity theory is also referred to as the perceived service quality model. Following extensive research on the theory, it has been recognised that customers evaluate service quality by comparing the service providers actual performance perceptions with what they believe service quality should be based on their experience (Atilgan & Akinci, 2003). In line with this theory, students join college with perceptions and expectations on the quality of student support services. The expectations become a benchmark for assessing

services provided in the PPTTCs. Value-Percept Disparity theory fits well within the aim of the current study which sought to examine the relationship between quality student support service delivery and student satisfaction in PPTTCs in Kenya. The VPD theory provides the underpinning theoretical framework particularly for explaining the relationship between library services, accommodation services, guidance and counselling services and medical services as key constructs of students' satisfaction in PPTTCs in Kenya.

2.11 Conceptual Framework

The conceptual framework offers a diagrammatical illustration of the relationship between quality student support service delivery and students' satisfaction. The independent variables include library services, accommodation, guidance and counselling and medical services while the dependent variable is students' satisfaction. The intervening variables are government policy, community support and students' attitude. The interplay of these elements of student support services influences students' satisfaction.

services are a significant component in ensuring students' satisfaction in any learning institution. Location of hostels, security, space for students, and availability of water, sewerage system, ventilation and reliability of electricity are some of the major concerns of this study because they influence students' satisfaction with service quality.

Guidance and counselling is an integral part of the education system which enhances students' ability to actualize their potential. Various factors may influence students' satisfaction with guidance and counselling services. The study sought to ascertain the extent to which; location of the guidance and counselling department, promptness in service delivery by the staff, available resources, counsellors' skills and provision of individualized services influence students' satisfaction with service delivery. Medical services are also an integral part of every education institution. Factors such as; staffing, availability of medical supplies, maintenance of the facility, cleanliness and medical staff's attitude towards students may influence students' satisfaction with service delivery in PPTTCs in Kenya. The independent variables notwithstanding, intervening variables namely; government policy, community support and students' attitude may also influence students' satisfaction with service quality. These factors are beyond the researcher's control and may contribute to students' level of satisfaction with quality student support services in PPTTCs in Kenya.

2.12 Summary of Literature Review

This chapter has reviewed literature thematically according to the objectives of the study. Most of the literature was derived from primary sources. The review of literature indicates the following;

- i. The status of student support services in PPTTCs namely; library services, accommodation services, guidance and counseling services and medical services is not well documented by scholars. This study sought to address this gap.
- ii. The literature reviewed indicates that quality of student support services in PPTTCs is wanting. The researcher is however not aware of efforts being made to address the quality of student support services. This study attempted to account for the quality of services through content analysis.
- iii. There are various approaches employed to enhance students' satisfaction through provision of quality support services in other institutions and countries. This study sought to articulate such lessons.
- iv. There is scarcity of literature related to quality of students support services and students' satisfaction in PPTTCs in Kenya. The researcher sought to contribute to this area.

- v. Literature for the study was drawn from various countries among them; Canada, New Zealand, Hong Kong, Iran, United States of America, Pakistan, Malaysia, Zambia, Nigeria, Zimbabwe, Ghana, Tanzania, Uganda and Kenya among others. However, there is scarcity of literature related to relationship between quality of student support services in PPTTCs and students' satisfaction in Kenya. The researcher sought to make contribution in this area.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter describes the research design and methodology that were employed in the study. This is presented under the following headings; research design, target population, sampling strategies and sample size, data collection methods and instruments, validity and reliability of the research instruments, pilot testing, data collection procedures and data analysis techniques used in the study.

3.2 Research Design

According to Burns and Grove (2003) a research design is a blue print for conducting a study with maximum control over factors that may interfere with the validity of the findings. This is further emphasised by Chandran (2004) who states that research design is an arrangement of conditions for collection and analysis of data in a systematic manner with the aim of turning research questions into a project. Moreover, it is an arrangement of conditions for collecting and analysing data in a systematic manner.

The study adopted a cross-sectional research design which involves analysis of data collected from a representative subset of the population at one specific point in time (Schmidt & Kohlmann, 2008). Although the design has limitations such as not being practical for studying rare phenomena, the researcher adopted it because it has various

merits. The strength of the design is that it enables the researcher to identify the nature of relationship between variables of the study. The cross-sectional research design was used to inquire into the relationship between quality of student support services and students' satisfaction whereby the variables were measured systematically and analyzed with statistical procedures. The design was preferred because it is appropriate in obtaining information about preferences, attitudes, practices and concerns or interests of a particular group as is the case in the study. The design was also preferred because the results will be extrapolated all the PPTTCs thus the researcher was able to draw general conclusions. The survey also enabled the researcher to collect the required data within a short period of time and to use both qualitative and quantitative research strategies in connection with the two variables in order to establish the nature of relationship between them.

3.3 Location of the Study

The study was conducted in PPTTCs in Kenya. The nation of Kenya is situated in eastern coast of Africa. It lies astride the equator between 4⁰ N and 4⁰ S and longitudes 34⁰E and 41⁰E. Its total area is 11,230sq km of water and 582,650 sq km of land. Kenya borders South Sudan and Ethiopia to the north, Somalia to the east, Indian Ocean to the south east, Tanzania to the south and the west by Uganda and Lake Victoria. Kenya is divided into 47 counties in line with the new constitution of Kenya (2010). The 24 PPTTCs in Kenya are located in various counties as shown in Table 1

The entire population of the study was 21 PPTTCs. Respondents were drawn from second year students as well as college management. The latter were comprised of deans of students of sampled colleges were purposively selected due to their role of humans and resource management. Their inclusion enriched the study by providing insight into the status of student support services in PPTTCs. The study sought to undertake a national outlook because previous research on public PPTTCs in Kenya only concentrated on a few respondents and in few colleges in smaller geographical pockets.

Table 1

Location of Public Primary Teacher Training Colleges in Kenya

College	County
Bondo	Siaya
Chesta	Pokot
Egoji	Embu
Eregi	Vihiga
Garissa	Garissa
Kaimosi	Vihiga
Kamwenja	Nyeri
Kenyanya	Kisii
Kericho	Kericho
Kilimambogo	Kiambu
Kitui	Kitui
Meru	Meru
Migori	Migori
Moi Baringo	Baringo
Murang'a	Murang'a
Narok	Narok
Shanzu	Mombasa
St Marks	Embu
Tambach	Elgeyo Marakwet
Thogoto	Kiambu
Ugenya	Homa Bay
Mosoriot	Uasin Gishu
Machakos	Machakos

3.4 Target Population

The target population was 21 PPTTCs in Kenya with a total population of 3761 second year students, 21 deans of students. Three PPTTCs namely; Mosoriot, Machakos and Asumbi cater for special needs education (MoE, 2013: TSC, 2015). The colleges were

exempted from the study due to their unique characteristics which may influence students' satisfaction with quality of support services unlike other colleges. The target population is summarised in Table 2.

Table 2

Details of the Accessible Population in the Selected PPTTCs

College	Deans of Students	Second Year Students
Bondo	1	273
Chesta	1	184
Egoji	1	274
Eregi	1	233
Garissa	1	148
Kaimosi	1	99
Kamwenja	1	189
Kenya	1	123
Kericho	1	199
Kilimambogo	1	214
Kitui	1	159
Meru	1	143
Migori	1	172
Moi Baringo	1	145
Murang'a	1	201
Narok	1	188
Shanzu	1	161
St Marks	1	251
Tambach	1	160
Thogoto	1	156
Ugenya	1	89
Total	21	3761

Source: College records (2014); Extract of the TSC (2015) list

3.5 Sampling Procedure and Sample Size

Calculation of an appropriate sample size generally depends upon the size of the population in question (Alreck & Settle, 1995). In this study 33% of the 21 colleges were used to arrive at seven colleges sample size (Gay & Diehl, 1992; Gall, Gall and Borg 2003). This was done by writing the names of the 21 PPTTCs in a jar and asking a third party to pick seven of them randomly. From the 21 PPTTCs, 30 percent of second year students were proportionally sampled to make a sample size of 383 from 1276 second year students. Administration of questionnaires in PPTTCs was done by selecting every fifth student in the second year students' admissions register in every college until the sample size for the college was attained. This ensured that all students gender notwithstanding, had an equal chance of being selected.

To get information on quality of student support services from college management, opinion from the Deans of students of the sampled colleges was sought. They were purposively selected since they are knowledgeable and involved in budgeting as well as supervision of student support services in their respective colleges. 7 Deans of students as well as 7 Deans of studies were selected from the sampled colleges. This is shown in Table 3.

Table 3

Sample Size

College	Deans of Students	Total year 2 students	30% of year 2 students
Egoji	1	274	82
Kaimosi	1	99	30
Kericho	1	199	60
Kitui	1	159	48
Murang'a	1	201	60
Narok	1	188	56
Thogoto	1	156	47
Total	7	1276	383

3.6 Data Collection Instruments

Two tools were used to collect data for the study namely; an interview schedule and a questionnaire. The questionnaire had two sets of questions; one was a students' satisfaction survey tool and the other was students' rating of the quality of support services provided. On the other hand, the interview guide was used to solicit information from college management namely, Deans of students.

3.6.1 The satisfaction survey tool

The student satisfaction survey tool was a five point Likert scale which aimed at assessing the degree to which students were satisfied with the services provided in colleges. The instrument was appropriate for the study because students' responses were

easily quantifiable and also easy to compute. Use of the five point Likert scale presented neutral or undecided opinions of the participants. It was also inexpensive and efficient for data collection. The respondents indicated whether they were satisfied or dissatisfied on a 5-point Likert scale 5 representing Extremely Satisfied (ES), 4 Satisfied (S), 3 Undecided (U), 2 Dissatisfied (D) and 1 Extremely Dissatisfied(DS). Each sub-scale had 9 items resulting in a total of 36 items. Once all the items were scored, 36-59 represented dissatisfaction, 60-99 undecided and 100-144 represent satisfaction. The levels of satisfaction are illustrated in Table 4.

Table 4

Levels of Satisfaction

Level of Satisfaction	Range
Dissatisfaction	36-59
Undecided	60-99
Satisfaction	100-144

3.7 Student Evaluation of the Service Quality

The students were asked to rate the service quality on a four point Likert scale. The items were assessed for quality of services provided in PPTTCs. Each sub-scale has 4 items resulting in a total of 24 items. According to scale of the questionnaire the lowest score was sixteen (16) and the highest score was eighty (80). Measures from the student evaluation of the service quality were calculated for each subject. The total 16 item scale

score for service quality. The numbers of responses were summed to get scores ranging from 24-144. For the 24-item total the ranges 24-48 represent dissatisfaction, 49-96 undecided and 97-144 represent satisfaction.

3.7.1 Scale of Students' Rating the Services Provided

The 4 dimension scale of students' rating of the services provided assessed students' rating of the quality of services provided (library, counselling, accommodation and medical services). The instrument was a self-report consisting of 4 sub-scales and 16 items. The students rated the items on a 4-point likert scale 4 = Strongly Agree; 3 = Agree; 2 = Disagree and 1 = Strongly Disagree. The items were assessed for quality of services provided in PPTTCs only (see Appendix 2). According to scale of the questionnaire, the lowest score is sixteen (24) and the highest score is eighty (96).

3.7.2 Interview Schedule

Deans of students and studies were involved in the study through an interview. The interview schedule had three items for each variable which were administered to the respondents uniformly. Face to face interview facilitated creation of rapport, comprehensiveness of answering questions and it also allowed for probing. During the interview, the researcher made brief notes with the consent of the interviewees (see Appendix 4).

3.8. Validity of Data Collection Instruments

As Gall, Gall and Borg (2003) contend, validity of the tools was ascertained throughout the study by the researcher appraising the instruments for clarity and eliminating any form of ambiguity by making corrections where necessary. Supervisors and expert advice was sought. This was to ensure that that all variables under study were covered in both questionnaires and interview schedule thus ensuring face and content validity.

3.9. Reliability of Data Collection Instruments

To determine the reliability of the instruments, a pilot study was conducted in two PPTTCs which were not sampled for the study. The 2 colleges represented 10 percent of the actual study sample (Connelly, 2008). The reliability index of questionnaire was ascertained by using Cronbach Alpha index for internal consistency at 0.83. The recommended reliability index for a research instrument is above 0.7 (Nunnally, 1978; Reynaldo, 1999). Cronbach`s alpha coefficient that is above .7 are considered acceptable; however, values above .8 are preferable. The alpha coefficient for the Likert questions was .83 indicating sufficient reliability of the instrument thus it was considered acceptable. For interviews, reliability was ascertained by highly restructuring the interview items at design level and being consistent by using similar wordings for different respondents (Gori, 2012).

3.10 Ethical Considerations

Ethical consideration in research is essential and need to be adhered to at all times (Bryman, 2004; Gall, Gall & Borg, 2003). Before data collection stage and at the report writing, the researcher cited and gave reference to works by others. All the respondents were informed about the purpose of the study. It was explained to the respondents that they were free to withdraw from the study at any time without any repercussions. It was also made clear that there were no financial or any other forms of gains as a result of participating in the study. All respondents were assured that their participation would be anonymous, confidential and voluntary. In order to observe confidentiality, the respondents were required to sign a consent form (see Appendix 1). It was explained to respondents that those who volunteered to complete the data collection instruments would be assumed to have given informed consent.

Each questionnaire had an information sheet attached to it explaining the purpose of the study, the time frame for the study and assurance that the information given would be utilized for study purposes only and strict confidentiality would be observed. The information sheet also included instructions to the respondents not to write their names or any identifiers on the questionnaires. This information was presented and an informed consent letter that was handed out to the respondents (see Appendix 1). All materials were locked up in the researcher's office and the computer used was pass-worded to

safeguard confidentiality. After completion of the study, all related materials would be destroyed.

3.11. Data Collection Procedure

After the approval of the proposed study by the supervisors, the researcher sought an introductory letter from the board of postgraduate studies of Maasai Mara University (see Appendix 6) and a written permission from National Commission of Science Technology and Innovation (see Appendix 7). The letters were used for introduction of the study to authorities of host counties in which the colleges of study are located as well as to college principals so as to secure permission for field survey exercise. The letter from the Board of Postgraduate was also used to garner respondents' consent to fill respective research instruments.

The researcher identified the selected respondents in each of the colleges of study and with the informed consent letters at hand, the researcher sought to explain to them the purpose of the study. Once consent was granted, the researcher hand-delivered the questionnaires and interview guides to willing respondents. They were asked to complete the questionnaires and respond to interviews as honestly as they could for their confidentiality would be guaranteed. The completed instruments were collected within a period of two weeks. The researcher collected completed instruments during the period as

long it was convenient for the respondents. After collection of all the completed instruments the raw data was then set for processing and analysis.

3.12. Operational Definition of Variables

According to Bryman (2014), operational definition of variables is necessary for it helps to tell how or if a given kind of research can be replicated and if the aspects can be used in the future. In this study, there are four variables that were measured through questionnaires and interviews. Table 4 shows the different variables, their operational definitions and the measuring items.

3.13. Data Analysis Techniques

Quantitative data collected using questionnaires was coded, entered into computer and checked for accuracy (editing). The Statistical Package for the Social Sciences (SPSS) version 21 software was used to process the data due to its accuracy and efficiency. Data was later edited before being classified and summarised according to the variables and objectives of the study. Descriptive statistics namely means, percentages and standard deviation were used to describe sample characteristics and were presented in frequency Tables. The researcher used Pearson r to analyse quantitatively collected data in order to establish if there was any relationship between the variables. Table 5 has information on how each variable was analysed. Focus by question analysis strategy was used to analyse qualitatively collected data.

Table 5

Operational Definition of Variables and their Testing Procedures

Variable	Operational Definition	Measuring Items
Library services	Reading materials	1-6 (Appendix 2)
	Computers	1-6 (Appendix 3)
	Library staff	1-3 (Appendix 4)
	Library space	
	e-resources	
Accommodation	Hostels conducive	7-12 (Appendix 2)
	Cleanliness	6-12 (Appendix 3)
	Security	3-6 (Appendix 4)
	Staff	
	Space	
	Internet services	
Guidance and counselling services	Counsellors approachable	
	Satisfactory service	13-18 (Appendix 2)
	Counsellor courteous	13-15 (Appendix 3)
	Resources	7-10 (Appendix 4)
Medical services	Individualized service	
	Facility clean	
	Medical supplies	
	Emergency service	19-24 (Appendix 2)
	Facilities maintained	16-18 (Appendix 3)
Student Satisfaction	Location conducive	11-12 (Appendix 4)
	Waiting time reasonable	
	Learning outcomes	1-6 (Appendix 3)
	Adequate facilities	7-10 (Appendix 3)
	Convenient schedule	11-14 (Appendix 3)
	Professionalism	16-18 (Appendix 3)
	Facilities appealing	19-21 (Appendix 3)
	Sense of belonging	22-25 (Appendix 3)
	Information provided	26-28 (Appendix 3)
	Individualized service	29-32 (Appendix 3)
	Student involvement	33-36 (Appendix 3)

Table 6

Summary of Data Analysis for Quantitative Data

Research Hypotheses	Independent Variables	Dependent Variables	Statistical tests
H₀₁: There is no significant relationship between library services and students' satisfaction in public primary teacher training colleges in Kenya	library services	students' satisfaction	Pearson <i>r</i> Descriptive statistics
H₀₂: There is no significant relationship between accommodation services and students' satisfaction in public primary teacher training colleges in Kenya	accommodation services	students' satisfaction	Pearson <i>r</i> Descriptive statistics
H₀₃: There is no significant relationship between guidance and counselling services and students' satisfaction in public primary teacher training colleges in Kenya	counselling services	students' satisfaction	Pearson <i>r</i> Descriptive statistics
H₀₄: There is no significant relationship between medical services and students' satisfaction in public primary teacher training colleges in Kenya	medical services	students' satisfaction	Pearson <i>r</i> Descriptive statistics

This involved the researcher grouping questions according to the answers given by the respondents and then percentages were sought (Strauss & Corbins, 1998). The transcripts of the qualitatively collected data were content analysed to derive themes that were used to document the perspectives of the respondents. The researcher checked for uniformity, accuracy and consistency of the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Overview

This chapter presents the results of the study whose aim was to establish the relationship between quality of student support services and students' satisfaction in public primary teachers training colleges in Kenya. A total of 383 questionnaires were administered in seven public primary teacher training colleges which were randomly selected. A total of 350 questionnaires were returned resulting in a 93.38 % response rate which was considered adequate. Following the data editing process, 333(86.95%) questionnaires were found usable. All the seven sampled deans were interviewed and this response rate was one hundred percent for the study.

Headings in this chapter were guided by the research objectives and hypotheses that also guided collection of data. Data collected by questionnaires were analyzed using descriptive and Pearson *r*. Data from interviews was analyzed verbatim as well as focus by question analysis strategy whereby all the respondents' answers were compared according to the objectives in order to establish consistencies and differences before meanings were sought (Strauss & Corbin, 1998).

4.2 General Information about Respondents

Information on characteristics of respondents was collected in the following categories: gender, age and years of experience. Descriptive analysis was conducted on the age and gender of the respondents. The results are presented in Table 7.

Table 7

Age and Gender of Students Who Participated in the Study

Variable	Frequency	Percentage
Age		
20-24	91	27.33
25-29	135	40.45
30-35	71	21.32
30-34	36	10.80
Gender		
Female	200	60.06
Males	133	39.93

Results in Table 7 show that majority (40.45%) of the students were aged between 25-29 years, followed by 20-24 years (27.33) and a small numbers (10.8%) were aged between 30-34 years. The results also indicate that the majority respondents were female (60.6%) and the male respondents constituted 39.93%. The proportion of the female student participants (60.06%) was significantly high.

Descriptive analysis was used as shown in Table 8. Likewise, out of the seven Deans who were interviewed, four were males while three were female. The study sought to determine the years of service of deans of students who participated in the study. Descriptive analysis was conducted to establish the years of service of the respondents. Table 8 also shows the experience of deans of students in years.

Table 8

Gender of the deans of students

Category	Gender	N	%
Deans	Male	4	57%
	Females	3	43%
Total			100%

Table 9 indicates that most Deans of students 4 or (57%) had served for a period of 4-10 years. In view of this, the researcher ascertained that Deans of students had the requisite knowledge on student support services offered in their respective colleges and their effect on students' satisfaction.

Table 9

Years of service of Deans of Students

Category	Years of service	Frequency	Percentage
Deans	1-3	2	20%
	4-6	3	30%
	7-10	3	30%
	10 +	2	20%
Total			100%

4.3 The Students' Satisfaction Survey

The students' satisfaction survey (SSS) aimed at assessing the degree to which students were satisfied with quality of student support services provided in PPTTCs. The SSS is a self-report instrument which provides an overall satisfaction score after assessing six sub-scales namely; library, accommodation, security, network benefits, living conditions in colleges, medical services, nature of staff and communication in colleges. The respondents agree or disagree on a 5-point continuum for each item, with 4 representing extremely satisfied, 4 representing satisfied, 3 representing undecided, 2 representing dissatisfied and 1 representing extremely dissatisfied. Each sub-scale had four items resulting in a total of 36 items. The student respondents were asked to indicate their levels of satisfaction on a four point Likert scale. Once all the items were scored, 24-48 represented dissatisfaction, 49-96 undecided and 97-144 represented satisfaction. The

researcher scored and categorized the levels of the satisfaction. Table 10 indicates the mean and standard deviation of how the student rated on satisfaction.

Table 10

Mean Scores and Standard Deviations for the Student Satisfaction Survey

Sub-scale	Mean Scores for Sample	SD
1. Learning outcomes	2.5	1.38
2. Adequate facilities	2.75	0.45
3. Convenient schedule	3	0.816
4. Professionalism	3	0.707
5. Appealing facilities	2.5	0.707
6. Sense of identity	2	0.707
7. Information provided	2.5	0.707
8. Individualized service	1.8	0.447
9. Student involvement	1.25	0.577
Mean of Mean Scores and SD	2.37	0.722

Table 10 indicates that the means for the SSS sub-scales ranged 1.25 to 3. The overall mean score for the SSS is 2.37 with an overall SD of .722.

4.4 The Four Dimension Scale of Rating of Student Support Services

A four dimension scale for students' rating of their opinion concerning of quality of support services in PPTTCs was used to collect information. The instrument is self-

reported consisting of four sub-scales and 24 items. The sub-scales included: library, medical, accommodation and counselling services. Respondents were asked to rate the items to assess quality of student support services. The students rated the items on a 4-point scale with 1-Strongly Disagree; 2 - Disagree; 3- Agree and 4- Strongly Agree. The numbers of items in each sub-scale were as follows: medical-6, accommodation-6, counselling-6 and library-6. It is assumed that higher scores indicate better performance. This information is summarized in Table 11.

Table 11
Means and Standard Deviation for Study Variables

Sub-scale	Mean Total Sub-scale Scores	SD
Library	3.51	.38
Medical	3.17	.42
Accommodation	3.50	.40
Counselling	3.52	.28
Students' satisfaction	2.37	.722

Table 11 presents means and standard deviation for study variables for the Four-Dimensional Scale of students' scores on library, medical, accommodation and

counselling services as well as the mean and standard deviation for the dependent variable (students' satisfaction). The accommodation, Library and Counselling sub-scales had the highest mean scores of 3.52, 3.51 and 3.50 respectively, while the Medical sub-scale had the lowest mean frequency score of 3.17.

4.5 Levels of Students' Satisfaction

Student respondents were asked to indicate their levels of satisfaction on a four point Likert scale. Once all the items were scored, 24-48 represented dissatisfaction, 48-96 undecided and 96-144 represent satisfaction. The researcher scored and categorized the levels of the satisfaction. A descriptive statistical analysis was conducted and the summary of the scores were reported in Table 12.

Table 12

Levels of Satisfaction with Quality

Level of Satisfaction	Frequency	Percentage
Satisfied	88	26.42
Undecided	60	18.01
Dissatisfied	185	55.55
Total	333	99.98

As shown in Table 12, the majority of respondents (185 or 55.55%) reported dissatisfaction with the services provided in PPTTCs, 88 or 26.42% of the students were satisfied whereas the minority 60 or (18.01%) were undecided.

4.6 Students' Satisfaction and Demographic Characteristics

The researcher sought to establish the relationship between the respondents' demographic characteristics; namely age and gender and their level of satisfaction. Descriptive statistics namely; mean and standard deviations were used as shown in Table 13.

Table 13

Mean Scores for Satisfaction by Demographic Characteristics

Characteristic	Mean Score
Age	
20-24	2.42
25-29	2.45
30-34	3.12
35+	3.90
Gender	
Female	3.32
Male	3.47

Table 13 presents age and gender characteristics of the respondents. Overall, the older age group of 35 and above years reported the highest mean score of 3.90 followed by the

30-34 years age group with a mean score of 3.12. There was a significant difference in satisfaction mean scores among the age groups ($p < 0.05$). Some of the possible explanations for the difference in satisfaction across age could be that service quality is perceived differently by consumers according to their demographic background (Schwartz, 1996; Ilias, Hasan, Rahman & Yaso, 2008). Results revealed that younger students were considerably less satisfied. This is an indication that the younger students have unique interests. Therefore there is need for PPTTCs management to address their unique interests and expectations.

The results are in tandem with several others studies (Cano & Miller, 1992; Castillo & Cano, 1999). Findings of Sivesan and Karunanithy (2013) revealed that there exist significant differences on age and service quality satisfaction. Also in agreement, Genesan-Lim, Russell-Bennette and Dagger (2008), found that age was a significant factor in the perception of service quality of passenger transport services. Several other studies have complementary results with the current study (Nestor & Leary, 2000). They indicate that older respondents are more satisfied with the quality of services provided than younger respondents. However, these findings are also contrary to a study on quality of services and students' satisfaction in Malaysia and Singapore universities. First-year students (presumably younger) had lower expectations of the quality of service than third-year students. This was attributed to new students not knowing what to expect of

the university unlike older students (Wee, 2013). This discrepancy in results may be attributed to the sample size, context and differences in tools used.

Table 13 also presents the mean scores for satisfaction by gender. The male gender had a significantly higher mean score of 3.47 compared to female gender which had a mean score of 3.32. These results may be attributed to big female sample in the data. This may not be surprising because other studies have revealed mixed results (Palli & Mamilla, 2012). Such mixed results are also evident in the transport/travel service; Genesan-Lim, Russell-Bennette and Dagger (2008), found that gender was not a significant factor in the perception of service quality. However, the results are in agreement with findings from a study by Muhammed, Nauman and Abbasi (2011) that established that no significant differences of opinion were recorded among male and female respondents in relation to satisfaction.

A study by Wee (2013) established that male and female students' expectations and perceptions of the quality of service in Australia University are significantly different. Female students in Australia have higher expectations and perceptions of the service quality than their male counterparts. These findings were attributed to female students being more sensitive to quality of service offered than their male counterparts. Similarly, a study by Musise, Kathryn and Christopher, (2012) on the effect of gender on college students' satisfaction and achievement found that gender has a significant effect on

student's satisfaction. These findings concur with a study on third-year students' expectations and perceptions of quality of service in Australia, Malaysia, and Singapore. Discrepancies were evident between male and female students' expectations and perceptions of the quality of service (Wee, 2013).

Findings from a study by Umbach and Porter (2002) on relationship between gender and students' satisfaction with service quality in tertiary institutions revealed that there is a significant relationship between gender and satisfaction with service quality as males are more satisfied than females. The implication of this finding is that gender may be significant determinant of students' satisfaction.

Concurring with the findings of this study, a study by Akpoiroro and Okon (2015), on influence of gender on students' satisfaction with service delivery established that there was significant difference between male and female students in their satisfaction with service delivery. The sample was selected using stratified random sampling technique that yielded a sample size of 1,700 students. Questionnaires were administered and analysed using descriptive statistics. The study sought information on levels of satisfaction in educational services, transport, medical, security, library and hostels. It differs from this study in terms of the scope and level of education of the students. The former was in a federal university in Nigeria while the latter was conducted in PPTTCs in Kenya.

4.7 Relationship between Quality of Library Services and Students' Satisfaction in PPTTCs in Kenya.

To test whether there was a relationship between library services and students' satisfaction in PPTTCs in Kenya, a null hypothesis was used. The hypothesis was stated as follows:

HO₁: There is no significant relationship between quality of library services and students' Satisfaction in PPTTCs in Kenya.

To establish whether there was a relationship, a Pearson product moment correlation was computed to assess the relationship between library services (M=3.51, SD=.38) and students' satisfaction (M=2.37, SD=.722) as shown in Table 11. With 331 degrees of freedom (df), critical $r = 0.113$ at an alpha level of 0.05. The analysis produced an r of $-.311$ which was greater than critical r (0.113) as shown in Table 14. The results of the computation (see Table 14) indicated that there was a strong positive correlation between the two variables ($r(331) = -.131, p < .05$).

Table 14

Pearson Correlation Analysis on Library Services and Students' Satisfaction in PPTTCs

Variable		Library Services	Students Satisfaction
library Services	Pearson Correlation	1	0.311**
	Sig. (2-tailed)		.018
	N	333	333
students satisfaction	Pearson Correlation	0.311**	1
	Sig. (2-tailed)	.018	
	N	333	333

$P < 0.05$ (2-tailed); $df = 331$; $r = 0.311$, critical $r = 0.113$

The p -value is less than the alpha value 0.05 and the calculated r of 0.311 is greater than critical r 0.113. Therefore, the null hypothesis that there is no significant relationship between quality of library services and students' satisfaction in PPTTCs in Kenya was rejected and it could now read 'There is a significant relationship between quality of library services and students' satisfaction in public primary teacher training colleges in Kenya'. This means that quality of library services significantly influences students' satisfaction in PPTTCs in Kenya.

After testing the hypotheses of the study on students' satisfaction with quality of library services in PPTTCs in Kenya, the researcher further interviewed seven deans of students for more information about the variables. This triangulation aspect helped the researcher

to get in-depth information about the variables to enrich information from the questionnaires. Appendix 4 has interview questions for the interviewees.

On quality of library services and students' satisfaction in PPTTCs in Kenya, the researcher used interview question one (see Appendix four). Before interviewing commenced interviewees were assigned numbers one to seven. The numbers were used to identify the different deans instead of their names and the colleges where they came from in order to safeguard their identity in line with research ethical guidelines. Responses for interview question one were summarized as follows:

Five out of seven interviewees which was a higher percentage indicated that they were not satisfied while two out of seven indicated that they were satisfied (lower percentage compared to those who indicated that they were not satisfied).

Interviewee number five and seven said the services were satisfactory while numbers one, two, three, four and six said the services were not satisfactory. For those whose response was satisfactory, interviewee number five commented thus:

“Quality of internet services in the library is not a major concern in PPTTCs because other library resources provided are satisfactory. The resources such as newspapers enable students to access the information they need”.

Respondent number seven whose response was satisfactory further commented that:

“Where internet services are provided, they are hardly used for academic purposes by students. Accessing social media sites is a priority for students thus internet services are secondary to other more pressing needs in the library”.

For respondents who said the quality of internet services offered in the library in PPTTCs in Kenya were not satisfactory, their responses were reported as follows:

Respondent number three had this to say.

“Students express their dissatisfaction because some colleges do not have access to the internet in the library. This hampers students in their academic work as well as information on contemporary issues”.

Respondent number four further stated that:

“Where internet service has been provided in college library, it is very unreliable which hampers quality service delivery”.

While respondent number six argued that:

“Internet is considered unnecessary and expensive and because of this colleges do not embrace it”.

From the results based on responses on interview question one, it can be deduced that most of the interviewees were of the opinion that quality of internet services in the library

in PPTTCs is not satisfactory. This is in line with what students indicated that quality of internet services in the library influenced students' satisfaction in PPTTCs.

The second interview question was based on quality of services offered by library staff and students' satisfaction in PPTTCs in Kenya, (see Appendix four). Responses for interview question two were summarized as follows:

Majority or six out of seven respondents (two, three, four, five, six and seven) said the quality of services offered by library staff were satisfactory while one respondents (respondents one) said the services were not satisfactory.

Majority of the respondents whose response was satisfactory concurred with respondent two who had this to say:

“Despite the odds faced by library staff due to lack of adequate library resources, they serve students and other library users diligently to meet their diverse needs. They attend to students promptly with the aim of satisfying their needs”

However, interviewee number one asserted that;

“Quality service delivery of library staff is hindered by lack of adequate library resources to meet students' needs”.

From the interview, it was deduced that library staff offer quality services to students which is critical in enhancing students' satisfaction. Findings out of research question

two are in line with what students indicated that quality of library services is critical in enhancing students' satisfaction.

To generate more information on quality of library services and students' satisfaction, structured question number three (see Appendix four) was used to solicit information from deans of students on their opinions concerning quality of library resources and it is summarized as follows:

Four or interviewees numbers one, three, five, and seven said the quality of library services was not satisfactory. On the unsatisfactory of resources, Respondent number three stated that:

“Our College doesn't have a library. As management, we modified one class to serve as the library. Space and reading materials are not adequate for students as well as staff. The college needs support to construct a library and equip it for all to benefit”.

Respondent number five while stressing that library resources were inadequate to cater for students needs remarked that:

“Most of the resources in the library are outdated and not useful to students. Library space and furniture are also inadequate for students which discourage them from visiting the library”.

Respondents one and seven concurred with three and five but with responses that services in the library was wanting. However, respondents two, four, and six said that quality of library resources was satisfactory: Specifically respondent number two indicated that:

“Although library resources are inadequate, students’ rarely use them in their current state. Most of them only visit the library during examination time and rarely use the library for research”.

On the other hand respondent number four argued that

‘No matter how old the library resources were the students need not to complain as the library had some of the most recent reference books’

On the same note respondent number six said that:

“Based on the economic constraints in Kenya which have affected the education sector, the current library resources are adequate”.

From the results out of research item three, it can be concluded that library resources in PPTTCs are inadequate to meet students’ needs. The findings agree with those of students who strongly agree that quality library services influence students’ satisfaction in PPTTCs and that lack of the same cause dissatisfaction as is the case of the study findings.

From the foregoing, it is evident that students in PPTTCs in Kenya are dissatisfied with the quality of library services provided. Obsolete library materials and lack of appropriate e resources are the main causes of students’ dissatisfaction. This outcome may also be

attributed to fiscal constraints facing PPTTCs which render them incapable of providing quality library services.

Sentiments expressed by one of the interviewees who felt that library services are satisfactory concurs with Ogombo and Adomi (2003), who established that students at Baptist school of nursing in Eku Nigeri mainly used the library to prepare for examination (59.6%) while 54% of the students use library to prepare assignments but the library is hardly used for research. Similar findings were arrived at by Bhatti, Batool, and Malik (2013) who found out that student in Islamia University of Bahawalpur visited the library once a week. They used library resources and services mainly for reading text books, doing class assignments and preparing for exams therefore library was hardly used for research.

Quality education and library services are inseparable since they are critical in the realization of goals and objectives of every learning institution. One cannot be separated from the other and the existence of one is impossible without the other. None of them is an end in itself rather both of them are a means to an ultimate end. One dies as soon as the other perishes. Facilitation of college management to upgrade the library resources would go a long way in improving their quality and ultimately enhance students' satisfaction.

The ERIC Development Team (2001), found links between students' satisfaction results and library services. The study concluded that institutions with good library services increased students' satisfaction. Similarly, findings by Ababio *et al* (2012) postulated that quality library services were among the most important aspects of the core services provided by higher educational institutions.

Libraries in most PPTTCs are largely obsolete a view buttressed by (Kafu, 2011). Meeting the information needs of students require the provision of the actual information resources and services that will satisfy students' needs. With outdated resources, libraries cannot fulfil their mandate. Further Hossain (2010) asserts that in today's environment libraries must improve their services in order to survive in a competitive environment. Therefore periodic library collection assessment is necessary to determine the extent to which library collections are relevant, current and adequate (Osburn, 1992). This is the only way to assess users' needs and expectations as far as the services of a library are concerned. In line with this, Lancaster university library regularly conducts user satisfaction surveys as a means of identifying areas for service improvement and ensuring that it remains responsive to students' needs. Therefore, based on the study outcomes, increasing the quality of library services can result in increasing levels of student satisfaction.

These findings are in agreement with several earlier studies reported in literature (Kargbo, 2002; Ikolo, 2015; Yang 2004; Kachel, 2011; Katamei et. al., 2015; Restoum et. al, 2013; Wang et. al, 2006). The studies generally concluded that school libraries have an effect on student satisfaction as they promote achievement and play a major role in closing the achievement gap. A study by Dyer (2001) on student volunteers in high school library in Sydney revealed that there is a strong relation between quality of library and students satisfaction. Achterman (2008), examined education's school library services and students' satisfaction and found a significant correlation between school library services and student satisfaction. The strength of these correlations increased as the quality of services increased.

The results also concur with a study by Nauman, Malik and Imdadullah (2011) that measured the level of students' satisfaction with library services offered by Pakistani universities. Overall, satisfaction level was alarmingly low and results indicate dissatisfaction of university students with library services offered. Also Khaolaet *al.* (2015), established strong correlation between library service quality and students' satisfaction. A similar study by Arab International University which assessed undergraduate students' satisfaction with library services showed that students were satisfied with library services quality (Restoum et. al, 2013). Similar studies in higher institutions of learning in Kenya revealed similar results (Katamei et. al., 2015). According to Majid, Anwar and Eisenschitz (2001) library users' satisfaction with service

quality is considered to be a reliable benchmark for determining library effectiveness and ultimately, students' satisfaction. A survey conducted by Olufunmilola and Oluebube (2012) on user satisfaction with library resources and services in Nigerian Agricultural research Institutes found that users were dissatisfied with the electronic resources and availability of materials in the libraries.

4.8 Relationship between Quality of Accommodation Services and Students Satisfaction in PPTTCs in Kenya

To establish whether there was a relationship between accommodation services and students' satisfaction in PPTTCs in Kenya. Hypothesis 2 was tested.

HO₂: There is no significant relationship between quality of accommodation services and students' satisfaction in PPTTCs in Kenya.

To establish whether there was a relationship, a Pearson product moment correlation analysis was computed to assess the relationship between accommodation services (M= 3.50, SD= .40) and students' satisfaction (M=2.37, SD=.722) as shown in Table 11. With 331 degrees of freedom (df), critical $r=0.113$ (see Appendix 5) at an alpha level of 0.05. The analysis produced an r of 0.524 which was greater than critical r 0.113 as shown in Table 15. The results of the computation (see Table 15) indicated that there was a strong positive correlation between the two variables ($r(331) = 0.524, p < .05$).

From the results of the analysis of the second hypothesis in Table 15, it is evident that there is a significant relationship between quality of accommodation services and students' satisfaction (df 331, 0.524, $p < .05$). The p -value is less than the alpha value 0.05 and the calculated r of 0.524 is greater than critical r 0.113. Therefore, the null hypothesis that there is no significant relationship between quality of accommodation services and students' satisfaction in PPTTCs in Kenya was rejected. This means that quality of accommodation services significantly influences students' satisfaction in PPTTCs in Kenya.

Table 15

Pearson Correlation Analysis on Quality of Accommodation Services and Students' Satisfaction in PPTTCs

		Accommodation	
		Services	Students Satisfaction
Accommodation services	Pearson Correlation	1	0.524**
	Sig. (2-tailed)		.015
	N	333	333
Student Satisfaction	Pearson Correlation	0.524**	1
	Sig. (2-tailed)	.015	
	N	333	333

$p < 0.05$ (2-tailed); df 331; r 0.524, critical r 0.113.

It is evident from the results that quality accommodation services significantly influence students' satisfaction in PPTTCs in Kenya. With a critical r that is less than the observed r , it meant that the null hypothesis was rejected and it could now read: 'There is a significant relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya'.

On the same variable seven college deans of students were interviewed on the quality of dining services in college. To answer this, research question four was used (see Appendix four). Responses for question four were summarized as follows:

Five out of seven or majority of the respondents (respondents one, two, three, four, five and seven) said the quality of dining services was satisfactory while two or minority of the respondents (respondents four and six) said the services were not satisfactory. For those whose response was satisfactory, respondent one commented thus:

“Colleges strive to provide balanced diet to all students. They also ensure that hygiene standards are met by ensuring that all staff who handle food are medically examined as often as necessary”.

Respondents two, three, five, and seven emphasized that meals served are satisfactory in terms of quality and quantity.

Respondent two stated that,

“The meals served at the dining are very nutritious; they include carbohydrates, proteins and vitamins giving foods. The food is also clean and hygienic”

Respondent three said that,

“The services at the dining hall are prompt, though there is always a long queue the students are served within the shortest time possible”

Respondents five argued that

“The cutlery, kitchen and dining hall are kept clean hence hygienic. Workers also clean utensils with hot water and detergent immediately they are used “

Lastly Respondent seven argued that

“The number of students has reduced in the last five years and this has led to the improvement of dining hall services”

The other three who said the dining services were not satisfactory had this to say.

Respondent one stated that,

“The dining services are not disability friendly hence those students with special needs experience problems”

Respondent four remarked,

“Some cooks are unfriendly and this poses some challenges”

Respondent six said,

“On days when special meals are served students congest and disrupt queues and the situations is worsen when there are electricity disruptions or black outs”

From the results of the analysis based on the interviewees on research question four (see appendix four), it can be deduced that most of the interviewees are of the opinion that quality of dining services in the hostels in PPTTCs is satisfactory. The findings are contrary to students' sentiments that accommodation services more so dining services are not satisfactory.

In addition, opinions of deans of students on conditions of hostel rooms offered to students was sought through an interview guide (see Appendix four, question five).

Responses were summarized as follows:

Most of the respondents (four out of seven) were of the opinion that condition of hostel rooms in students' hostels in PPTTCs were satisfactory. Respondents (three, four, six and seven) said the condition of hostel rooms were satisfactory while three out of seven respondents (one, two and five) said the services were not satisfactory.

On the satisfactory of condition of hostels rooms, respondent three stated that:

“The college has ample accommodation since the number of students joining PI has reduced”

Respondent four indicated that

“There are no major accommodation problems since 2012 in this college”

Similarly, respondent six argued that

“For many years since parallel programmes at universities were started P1 colleges have reduced congestion in the hostels and this has improved the services”

Lastly Respondent seven said

“There are no accommodation related problems. Our hostels are well managed”

The other three who said the condition of hostels rooms were not satisfactory had this to say:

Respondent one argued that

“Since this college was started with the current hostels no new ones have been constructed and this has led to congestion related problems”

Respondent two noted that

“Conditions in hostels may not be good in terms of numbers though we are managing”

Respondent five indicated that

“The college has many students in hostels and this poses challenges”

On the same variable deans of students were interviewed on the location and security of students' hostels. To answer this, research question six was used (see Appendix four).

Responses for question six were summarized as follows:

Six or majority of the respondents (one, two, three, four, five, and six) were of the opinion that location and security of students' hostels in PPTTCs was satisfactory.

However, one respondent was of the opinion that the location and security of students' hostels was not satisfactory.

From the words by Respondents one, two and three were put down by the researcher as:

Respondent one

“The students are considered not mature so there need for policing in the hostels”

Respondent two noted that

“The students are not mature enough hence could not offer security to themselves. This is why the college provides security services”

While Respondent three indicated that

“This college has security arrangements in hostels as well as the entire college”

Similarly, respondent four argued that *“the security personnel are enough in hostels”*

Respondent five simply said that *“security is up to date”*

Finally, Respondent six noted that *“security in hostels is not wanting”*

Respondent seven was clear by saying that:

“Location and security of students' hostels are not of the required standards”

From this analysis, most of the interviewees were in agreement that students' hostels were located in a safe and conducive environment. They were emphatic that none of the sampled colleges had had security lapses or security concerns being expressed by students in the recent past. Out of seven PPTTCs, six enjoyed unmatched safety in

college hostels which can be attributed to cooperation between college management, staff and students. These findings differ with findings from students' sentiments that accommodation services are unsatisfactory.

To measure student satisfaction with accommodation services, four different variables were used, which are; availability and condition of rooms, mess/dining facilities within hostels, behaviour of hostel staff, and internet services. Overall results indicate highest level of dissatisfaction about hostel & boarding facilities offered by PPTTCs. Findings indicate that students are dissatisfied with the quality of accommodation services. Various factors may have contributed to this outcome. When faced with financial constraints, most tertiary institutions relegate accommodation services to non-core functions of the institution. This in turn leads to student dissatisfaction with the quality of accommodation services provided as is the case in the study findings. Similar sentiments were echoed by (Centre for Global Education, 2002) who observes that in many countries, provision of accommodation facilitates for tertiary institutions continues to remain a challenge for the government.

Kafu (2011) further asserts that most PPTTCs in Kenya are characterized by inadequacy and poor state of the features such as bad fittings, broken windows and tiles, damages, congestions, poor ventilation, poor air conditioning, poor cafeteria and internet services, obsolescence, ageing, exorbitant cost among others. Increased enrolment in PPTTCs in

Kenya has not been matched with reciprocal increase in the development and supply of relevant facilities and resources. In concurrence, (Spreng and Mackoy, 1996; Abagai, 1998) asserts that accommodation service quality is an antecedent to satisfaction.

Findings from a study by Fatemeh, Nadia, Ahmad and Zahra (2010), established that accommodation services are among the most important factors which predict students' satisfaction in an institution. Crie (2003) affirms that unfavourable accommodation services could raise a lot of dissatisfaction from students that may pose a challenge to their academic work. From the foregoing, dissatisfaction with accommodation services may culminate in discontent with most of the student support services offered in PPTTCs. Ubong (2007), asserts that PPTTCs not only lack sufficient accommodation facilities but they have not been able to maintain the available ones at minimum standard due to acute shortage of funds. This state of affairs has also been attributed to little effort being made by the Ministry of Education to increase the infrastructure in PPTTCs particularly accommodation facilities (Asifiwe & Rubanju, 2008).

Findings of this study are parallel to the findings of Nauman, Malik and Imdadullah (2011) that measured the level of student satisfaction with services offered by Pakistani universities. Overall, satisfaction level was alarmingly low and results indicate dissatisfaction of university students with accommodation services offered. This result however, varies in some sort with the work of Najibet *al.* (2011), which indicates that

students were satisfied with accommodation services. This variation is because satisfaction of accommodation components and support services were measured without indicating any parameter with which they were measured. Ajayi, *et al.* (2015), established that students were dissatisfied with the adequacy and functionality of hostel facilities due to the level of cleanliness in the Federal University of Technology.

On the contrary, a study on student satisfaction in public and private universities in Pakistan (Hasnain, 2013), established that the accommodation facility doesn't have any significant effect on the satisfaction of the students. This may be attributed to public-private partnership in provision of accommodation services which eases the burden on learning institutions. The scenario is different in PPTTCs in Kenya which solely depend on government funding to cater for accommodation requirements of the students.

4.9 Relationship between Quality of Guidance and Counselling Services and Students Satisfaction in PPTTCs in Kenya

This theme presents statistical inferences with regard to the third null hypothesis of the study designed to establish the relationship between guidance and counselling services and students' satisfaction in PPTTCs in Kenya. The hypothesis was formulated as follows;

HO₃: There is no significant relationship between quality of counselling services and students' satisfaction in PPTTCs in Kenya.

To find out if there was a relationship, a Pearson product moment correlation was computed to assess the relationship between guidance and counselling services ($M= 3.52$, $SD=.28$) and students' satisfaction ($M=2.37$, $SD=.722$) as shown in Table 11. With 331 degrees of freedom (df), critical $r = 0.113$ at an alpha level of 0.05. The analysis produced an observed r of .046 which was less than critical r 0.113 as shown in Table 22. The results of the computation (see Table 16) indicated that there was no positive correlation between the two variables ($r(331) = .046, p < .05$).

Table 16

Pearson Correlation Analysis on Quality of Guidance and Counselling Services and Students' Satisfaction

		Counselling Services	Students Satisfaction
Counselling Services	Pearson Correlation	1	.046
	Sig. (2-tailed)		0.163
	N	333	333
Students Satisfaction	Pearson Correlation	.046	1
	Sig. (2-tailed)	0.163	
	N	333	333

$p < 0.05$ (2-tailed); df 331, $r = .046$, critical $r = 0.113$.

Results of the analysis done to test the third hypothesis in Table 22, attest to the fact that there is no significant relationship between quality of guidance and counselling services and students' satisfaction (df 331, $r = .046, p > .05$). The p -value 0.163 is greater than the

alpha value .05 and 0.046 is less than critical r 0.113 thus the researcher failed to reject the null hypothesis. This implies that the null hypothesis that there is no significant relationship between quality of guidance and counselling services and students' satisfaction in PPTTCs in Kenya was accepted. The implication of the findings is that quality of guidance and counselling services does not influence students' satisfaction in PPTTCs in Kenya.

To delve more into the issue of students' satisfaction with quality of guidance and counseling services, information was sought from college deans of students through an interview (see appendix four, question seven). Responses out of the interview are summarized as follows:

When asked what their opinions were on the location of counselling department in their respective colleges, most of the interviewees (five out of seven) were in agreement that the counselling department is located in an appropriate place. Respondent two stated that;

“Counselling department is suitably located to ensure that students enjoy privacy and where there is minimal distraction. This ensures that students do not shy away from accessing the services”.

While also acknowledging that the department is suitably located, respondent number three reiterated that;

“College management appreciates the services offered by the department thus they feel obliged to locate it in an appropriate place to ensure that students benefit from the services”.

Respondent four indicated that the location for guidance and counselling department office was appropriate and no student has complained about it.

Respondent five concurred with respondents two, three and four and further indicated that the guidance and counselling personnel were trained to do the job professionally.

Respondent seven said that the G&C offices were at an appropriate point and this enables the counselee to visit without fear of being seen or stigmatised by fellow students.

However, respondent two remarked that;

“Guidance and counselling department deserves a better location than the current one which was previously used as an office. It is located near other offices therefore students seeking counselling services are not given the privacy they deserve. Lack of privacy makes the students to shy away from seeking for them”.

Respondent six also argued that the offices were too close to classes hence it made some students to shy away

From the foregoing, it is evident that most deans of students agreed that the location of guidance and counselling services are satisfactory thus appropriate for the students. The

findings differ with students' responses that quality of guidance and counselling services do not influence students' satisfaction.

To investigate quality of guidance and counselling services provided further, deans of students' opinions were sought regarding opening and closing hours of counselling department (see appendix four, question eight). Following is summary of the responses on this phenomenon from the deans.

When asked what their opinions were concerning on the opening and closing hours of counselling department in their respective colleges, five out of seven of the interviewees expressed satisfaction with the opening and closing hours.

Respondent one stated that:

“The department is usually operational whenever students are not engaged in academic work. This ensures that there is ample time for the counsellor to serve the students hence the opening and closing hours are adequate”.

Respondent three, five, six and seven were in agreement with respondent one and gave the following:

Respondent three said that *“Guidance and counselling opening and closing hours were appropriate”.*

Respondent five stated that “*Guidance and counselling opening and closing hours were timely*’.

Respondent six argued that “*Guidance and counselling opening and closing hours did not inconvenience students*’.

Respondent seven stated that “*Students have not complained about Guidance and counselling opening and closing hours*’.

Despite this, respondent two said that;

“Students need the guidance and counselling services for longer time than when they are not in class. Closing the department is because counsellors also serve as tutors, it affects students’ access to the services”.

Respondent four said that “*Guidance and counselling services needed experts outside the academic/ teaching fraternity*”

From the sentiments expressed by most deans, it indicates that students have adequate time to access guidance and counselling department. However, dissenting opinions expressed by two out of seven of the interviewees concur with students’ responses that opening and closing hours of the guidance and counselling were not appropriate for students.

To further investigate quality of guidance and counselling services provided, deans of students’ opinions were sought regarding on counsellors’ knowledge and skills? (see Appendix four, question nine).

Opinion was sought from deans of students of PPTTCs concerning counsellors' knowledge and skills. All the interviewees (seven) were in agreement that the college counsellor has the requisite skills for the department. From the answers given by the seven deans of students the researcher noted that all of them were in agreement that Counsellors' had the necessary knowledge and skill for the subject.

From the foregoing, it can be concluded that counsellors have knowledge and skills for the job. However, these findings differ with students' opinion that there is no significant relationship between quality of guidance and counselling services and students' satisfaction in PPTTCs in Kenya.

The results from the key informants/ students though surprising may be understandable. Most students' concern and priority is to achieve good academic outcomes in order to fit in the world of work. As a result, critical services such as guidance and counselling are relegated to non-core aspects of their learning. Misconceptions about the value of counselling services to students in PPTTCs may be an underlying cause of the outcome. The absence of publicity of guidance and counselling services signals lack of awareness of this service among students in PPTTCs which justifies the findings.

Williamson and Bordin (2009) expressed the opinion that satisfaction of the student was deemed to be a desirable outcome of counselling and at the same time warned that this

variable has many weaknesses. The Report on guidance and counselling at all levels of the education system in Kenya noted that guidance and counselling remained a very weak component in most learning institutions and that even where it existed, it was undertaken in a haphazard manner. This was attributed to teachers involved as counsellors not being trained thus they had no professional competence in the subject while others were overwhelmed by high workload which compromised their delivery of guidance and counselling services to students (Republic of Kenya,1999). Similar findings were generated from a study by Ruttoh (2015) on planning and implementation of guidance and counselling activities in Keiyo District in Kenya. Most of the students (57.2%) confirmed that they did not attend guidance and counselling sessions in school. Reasons for non-attendance vary from quality of guidance and counselling services being poor thus making students feel not welcome, guidance and counselling services being rarely offered, students have time constraints due to other engagements such as games. Some students shy away due to lack of counselling office and in cases where there is one, students are concerned with lack of privacy in such offices. Due to this, students did not regard guidance and counselling services as important. Findings of the study provide insight into students' perception of guidance and counselling. However, it was conducted in secondary schools, it employed descriptive survey design and data was analysed using descriptive statistics thus the study has an institutional gap.

These findings concur with those of a study by Yilfashewa (2011) which uncovered the fact that students do not have sufficient knowledge on the kind and the extent of guidance counselling services offered in Haramaya university campuses which ultimately affected their level of satisfaction. Due to this, Campbell and Nutt (2008), stresses that although the role of the guidance and counselling is vital to student development and satisfaction, many students do not always reap the benefits. Most learning institutions are biased towards providing excellent academic services and relegate guidance and counselling services to non- core services.

A study by Kyalo and Chumba (2011), recommended that colleges should increase the level of publicity of guidance and counselling services in order to assist students to cope and adjust to college life. Moreover, Collin (2007) depicts guidance and counselling as an ultimate icon that addresses students' social and emotional adjustment thus it is critical to students' satisfaction. Guidance and counselling programme has a critical role to play in assisting students to adjust to college life.

The result of the study contradict results of several other studies which found that guidance and counselling activities have a positive influence on elementary students' satisfaction (Lapan, Gysbers& Sun, 1997; Sink & Stroh, 2003). In most of the studies students are satisfied with the services they receive. A study of Missouri high schools shows that schools with more fully implemented guidance and counselling programs had

students who were more likely to report that they were satisfied and had greater feelings of belonging and safety at school (Lapan, *et al.*, 1997). Further, a study by Laura (2004), found out that students rated school counselling as important and a key determinant for their satisfaction.

A study on American high school student's perception of school counsellor roles and functions established that students rated guidance and counselling roles as important, indicating that they perceive it as significant thus it influences their satisfaction (Laura, 2004). These contrasting findings may be attributed to creation of awareness on the importance of counselling services among the students and skilled counsellors in the institution. A study done in Gwinnett County in Georgia shows that school counsellors impact students' satisfaction and can increase productive behavior of students and reduce disruptive behavior (Mullis & Otwell, 1997). Inconsistency in findings could be related to a multitude of differences in these studies including; study locale, measurement instruments and sample size. A study by Kangai, Rupande and Rugonye (2011), established that students perceive quality guidance and counselling service to be a key determinant of their satisfaction. Therefore these findings are inconclusive and further investigation is needed to assess for differences amongst results.

4.10 Relationship between Quality of Medical Services and Students Satisfaction in PPTTCs in Kenya

This theme presents statistical inferences with regard to the fourth null hypothesis of the study designed to establish the relationship between quality of medical services and students' satisfaction in PPTTCs in Kenya. The hypothesis was formulated as follows;

H₀: There is no significant relationship between quality of medical services and students' satisfaction in PPTTCs in Kenya.

To establish whether there was a relationship a Pearson product moment correlation analysis was done to determine the relationship between medical services (M=3.17, SD=.42) and students' satisfaction (M=2.37, SD=.722) as shown in Table 11. With 331 degrees of freedom (df), the critical $r=0.113$ (see Appendix 5) at an alpha level of 0.05. The analysis produced an r of 0.501 which was greater than critical r 0.113 as shown in Table 26. The results of the computation (see Table 17) indicated that there was a strong positive correlation between the two variables (331) $r= 0.501, p<.05$).

Table 17

Pearson Correlation Analysis on Medical Services and Students' Satisfaction in PPTTCs

		Medical Services	Students Satisfaction
Medical services	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.000
	N	333	333
Students Satisfaction	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.000	
	N	333	333

$p < 0.05$ (2-tailed), df, 331, $r = 0.501$, critical r 0.113

Results of the analysis done to test the fourth hypothesis in Table 17 attest to the fact that there is significant relationship between quality of medical services and students' satisfaction (df 331, .646, $p < .05$). From the results of the analysis done to test the fourth hypothesis, it is evident that there is a significant relationship between quality of medical services and students' satisfaction (df 331, 0.501, $p < .05$). The p -value $p < .000$ is less than the alpha value 0.05 and the calculated r of 0.501 is greater than critical r 0.113. This implies that the null hypothesis that there is no significant relationship between quality of guidance and counselling services and students' satisfaction in PPTTCs in Kenya was accepted. The implication of the findings is that quality of guidance and counselling services does not influence students' satisfaction in PPTTCs in Kenya. Therefore, the null hypothesis that there is no significant relationship between quality of medical

services and students' satisfaction in PPTTCs in Kenya was rejected. This means that quality of library services significantly influences students' satisfaction in PPTTCs in Kenya.

It is evident from the results that quality medical services significantly influence students' satisfaction in PPTTCs in Kenya. With a critical r that is less than the observed r , it meant that the null Hypothesis was rejected and it could now read: There is a significant relationship between quality of medical services and students' satisfaction in public primary teacher training colleges in Kenya”.

The interview schedule was used to gather information on medical services offered from college deans of students (see appendix four, question ten). Responses from the seven respondents were summarized as follows: Opinion was sought from the deans concerning services offered to students by the medical staff. Some of the interviewees (three out of seven) stated that the services were satisfactory. Respondent three remarked that,

“Students get good medical services in the college as the need arise”

Respondent four remarked that,

“They are attended in college for minor illnesses”

While Respondent five remarked that

“In case students need specialized treatment, they are guided on the hospitals to visit”.

However, four out of seven respondents (one, two, six and seven) were of the opinion that the services were not satisfactory;

Respondent one remarked *“The main medical services offered are first aid or basic due to financial challenges facing the colleges.*

Respondent two remarked *“Sometimes provision of good services is hindered by financial challenges”.*

While Respondent six said that

“Some students could be having complicated medical conditions which the college’s basic and meagre resources cannot not cater for”

Lastly Respondent seven remarked that

“Some equipment are not available or they are outdated hence the medical staff find it difficult in diagnosis of some diseases”

From the foregoing interview responses, most of the interviewees were of the opinion that medical services are constrained by finances. This agrees with students sentiments that quality of medical services is wanting hence the dissatisfaction.

Deans of students were further interviewed concerning medical facilities provided in PPTTCs (see Appendix four, question eleven). Responses are summarized as follows:

Opinion was divided in the ratio of four to three whereby four of the interviewees (one, three, five and seven) reported that the facilities were satisfactory while thereof

interviewees (two, four, and six) had a different opinion that the facilities were not satisfactory.

Those who stated that the medical facilities provided to students were satisfactory had this to say:

Respondent one stated that;

“Colleges mainly offer first aid medical services so the facilities are adequate to cater for students’ needs”.

Respondent three stated that, *‘Colleges offer medical services for minor ailments so the facilities are appropriate for students’ needs’.*

Respondent five indicated that, *“according to the standards at college level the medical facilities were adequate”*

Lastly Respondent seven stated that, *“the medical facilities for the provision of basic health care are adequate to cater for emergencies and first aid”*

On the contrary respondent two stated that;

“Medical facilities in college are inadequate to meets students’ needs.

Respondent four argued that *“budgetary constraints are the main reason for lack of adequate facilities”.*

Lastly respondent six echoed that *“medical facilities for a large population like the one in college are not adequate and therefore more should be provided given that the government hospitals are far from this college”*

To enquire further on medical services provided, interviewees' responses were sought on provision of emergency medical services to students (see Appendix four, question twelve).

When asked about their opinion concerning provision of emergency medical services, all the seven respondents stated that the college ensures that any emergency medical issue is attended to within the shortest time possible. The researcher deduced the opinions of the seven deans who agreed that the provision of emergency medical services to students were satisfactory with one (respondent three) stating that:

“When necessary, the college organizes for the students to access better medical services after first aid has been administered”.

This came as a result of what the seven deans expressed similar sentiments that each college offers prompt emergency response as they refer the cases to referral hospital which in most cases are government hospitals around the colleges. Interviewees' response indicates that colleges ensure that students' emergency medical services are provided promptly. These finding agree with students' sentiments that quality medical services significantly influence students' satisfaction.

These results are in agreement with previous studies which similarly reported a positive relationship between medical services and students' satisfaction. Waleed, Khaled, Abdel

and Moustafa (2015) assert that patient satisfaction with medical services depends upon many factors such as; quality of clinical services provided, availability of medicine, behaviour of health staff, cost of services, hospital infrastructure, physical comfort, emotional support, and respect for patient preferences. Mismatch between patient expectation and the services received relates to decreased satisfaction. Overall, satisfaction level was alarmingly low and results indicated dissatisfaction of university students with medical services offered. Muhammad *et al.* (2011), analysis of a study on student satisfaction in Pakistani Universities noted that students were dissatisfied with medical services. Dissatisfaction arose due to various reasons such as inadequate medical supplies and or incompetent medical personnel.

Findings of this study concur with those of a study in University Malaysia Terengganu on students' satisfaction levels towards services provided by the health centre. The study established that there is a significant relationship between medical service counter, treatment rooms, pharmacy counter and waiting hall satisfaction level of students (Wan, *et al.*, 2014). Waleed, Khaled, Abdel and Moustafa (2015), asserts that patient satisfaction with medical services depends upon many factors such as; quality of clinical services provided, availability of medicine, behaviour of health staff, cost of services, hospital infrastructure, physical comfort, emotional support, and respect for patient preferences. Mismatch between patient expectation and the service received relates to decreased satisfaction. Overall satisfaction level was alarmingly low and results indicated

dissatisfaction of university students with medical services offered. Muhammad *et al.* (2011), analysis of a study on student satisfaction in Pakistani Universities noted that students were dissatisfied with medical services. Dissatisfaction arose due to various reasons such as inadequate medical supplies and or incompetent medical personnel.

However, medical services provided can also increase students' satisfaction by emphasizing students' orientation in medical service quality such as medical structure, medical process and medical outcome. Several studies (Jabnoun and Khalifa 2005; Saravanan and Rao 2007; Shahin and Samea 2010), found that providing excellent service quality and high customer satisfaction is one of the most important issues challenging today's medical service industry. According to Yap and Sweeney (2007), students may expect to experience efficiency, helpfulness, reliability and confidence from medical service staff as an indication of the staff's personal interest in their patronage. Therefore if perceptions are the same as students' expectations, the service will be considered good and if expectations are not met, the service will be considered bad thus dissatisfying.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents summary, conclusions and recommendations based on the evidence from the study. The purpose of this study was to establish the relationship between quality of student support services and students' satisfaction in public primary teacher training colleges in Kenya. This study was guided by the following objectives;

- i. To establish the relationship between quality of library services and students' satisfaction in public primary teacher training colleges in Kenya
- ii. To find out the relationship between quality of accommodation services and students' satisfaction in public primary teacher training colleges in Kenya
- iii. To determine the relationship between quality of guidance and counselling services and students' satisfaction in public primary teacher training colleges in Kenya
- iv. To establish relationship between quality of medical services and students' satisfaction in public primary teacher training colleges in Kenya

The key findings and conclusions of this study are based on the responses to the following null hypotheses;

- i. H_{01} : There is no significant relationship between library services and students' satisfaction in public primary teacher training colleges in Kenya

- ii. HO₂: There is no significant relationship between accommodation services and students' satisfaction in public primary teacher training colleges in Kenya
- iii. HO₃: There is no significant relationship between guidance and counselling services and students' satisfaction in public primary teacher training colleges in Kenya
- iv. HO₄: There is no significant relationship between medical services and students' satisfaction in public primary teacher training colleges in Kenya

5.1 Summary of the Findings

The main findings of the study are summarized on the basis of themes developed from the four objectives of the study.

5.1.1 Quality of library Services and Students' Satisfaction

Findings from the study as well as documentary evidence concur that PPTTCs are not adequately equipped with quality library services to enhance students' satisfaction. Students either agreed or disagreed with statements affirming that PPTTCs were providing quality library services in terms of availability of up to date reading materials, availability of computers, adequacy of e resources, sufficiency of library staff and space among other things. The opinion of deans of students on the quality of library service was also sought. This study therefore asserts that:

a) To the extent that the majority of the students felt that quality services were lacking in the libraries, this study found that students' were dissatisfied with services provided in the library.

b) To the extent that college deans of students felt that resources provided in the library were inadequate, this study that found PPTTCs were not providing quality library services to enhance students' satisfaction.

5.1.2 Quality of Accommodation Services and Students' Satisfaction

Findings from the study as well as documentary evidence agree that PPTTCs are not adequately equipped with accommodation services to enhance students' satisfaction. Students either agreed or disagreed with statements affirming that PTTCs were providing quality accommodation services in terms of conducive location of hostels, cleanliness, security, adequate space, internet services, and supportive hostel staff among other things. The opinion of deans of students on the quality of accommodation services was also sought. This study therefore asserts that:

a) To the extent that the majority of the students felt that accommodation services were wanting, this study found that students' were dissatisfied with accommodation services provided in PTTCs.

b) To the extent that college deans of students felt that accommodation services provided were satisfactory, this study that found PPTTCs management held a different opinion from students regarding quality accommodation services provided.

5.1.3 Quality of Guidance and Counseling Services and Students' Satisfaction

Findings from the study as well as documentary evidence agree that guidance and counselling services are underutilized in PPTTCs. Students either agreed or disagreed with statements affirming that PPTTCs were providing quality guidance and counselling services in terms of; counsellors being accessible, counsellors being courteous, students knowing the policy on guidance and counselling in their respective colleges, adequate resources being provided among other things. The opinion of Deans of students on the quality of guidance and counselling services was also sought. This study therefore asserts that:

a) To the extent that the majority of the students felt that guidance and counselling services were not critical in their satisfaction, this study found that students' were students did not rate the services as important.

b) To the extent that college deans felt that guidance and counselling services were a vital service for students, this study that found PPTTCs were needed to sensitise students on the service for them to benefit.

5.1.4 Quality of Medical Services and Students' Satisfaction

Findings from the study as well as documentary evidence agree that quality medical are important in ensuring students' well being PPTTCs. Students either agreed or disagreed with statements affirming that PPTTCs were providing quality medical services in terms of; medical supplies being adequate, location of medical facility being conducive, medical staff being available among other things. The opinion of deans of students on the quality of guidance and counselling services was also sought. This study therefore asserts that:

a) To the extent that the majority of the students felt that quality medical services were significant for their satisfaction, this study found that students' were dissatisfied with the quality of medical services provided.

b) To the extent that college management namely the deans felt that medical services provided were satisfactory, this study that found PPTTCs needed to sensitise students on the medical services the colleges offer to address the dissatisfaction among students.

5.2 Conclusion and Implications of the Findings

Quality of library services in PPTTCs in Kenya is perceived to be unsatisfactory in enhancing students' satisfaction. This finding is supported by studies and secondary sources. The implication of this conclusion is that PPTTCs have not adequately addressed

students' needs for quality library services. Another implication is that there is an urgent need for PPTTCs to adequately respond to students' concern on quality of library service.

Quality of accommodation services in PPTTCs in Kenya is perceived to be unsatisfactory by students thus dissatisfying. This finding is also supported by secondary sources. The implication of this conclusion is that PPTTCs and other stakeholders should take cognizance students' dissatisfaction by providing them with quality of accommodation services. Quality of guidance and counseling services in PPTTCs in Kenya is perceived to be inconsequential in enhancing students' satisfaction. This finding is also supported by other studies secondary sources. The implication of this conclusion is that students should be sensitized on the critical role of guidance and counseling services in their holistic development. Another implication is that PPTTCs management should create awareness among students and also ensure that quality services are provided.

Qualities of medical services are perceived to be wanting in PPTTCs thus they are dissatisfying to students. The implication of this conclusion is that PPTTCs should improve the services and also sensitize students on the types of medical services institutions are capable of providing. This may minimize students' dissatisfaction which may be attributed to ignorance.

5.2 Recommendations

The following are the recommendations of the study:

- a) The study recommends that PPTTCs, the Ministry of Education, community and other development partners should invest in improving quality of library services with a view to enhance students' satisfaction. Equipping libraries with relevant and up to date resources can result in better learning outcomes.
- b) Given the critical role of quality accommodation services, PPTTCs management and other stakeholders should endeavour to improve the status of accommodation services. They should do so by seeking students' opinions on areas of improvement. Such opinions should be incorporated in decision making with the aim of enhancing students' satisfaction.
- c) PPTTCs should sensitize students concerning guidance and counselling services available in the institution. This may be through official meetings/ forums or during the teaching and learning process. Increasing the level of publicity of guidance and counselling services will enable students to benefit by empowering them to cope with college life and other challenges.
- d) This study recommends that medical services in PPTTCs should be improved to meet students' expectations. College dispensaries should be equipped with resources and facilities to provide quality basic medical services. Students should

also be sensitised on the medical services that the college can offer to avoid dissatisfaction that may emanate from students' ignorance.

5.4 Suggestions for Further Research

This study suggests that further research be directed to addressing the following topics;

- i) Relationship between library services and students' academic achievement in PPTTCs in Kenya
- ii) Developing public private partnership as a way of providing accommodation services in PPTTCs in Kenya.
- iii) Identifying suitable approaches to provision of guidance and counseling services.
- iv) Provision of quality medical services: challenges faced by tertiary institutions in Kenya.

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APPENDICES

Appendix 1: Letter of Introduction

Dear Sir/Madam

My name is Jane Njuguna a PhD student at Maasai Mara University, Kenya. I am carrying out a field survey as a requirement of my academic accomplishment. The survey is part of the study on Assessment of Quality Supplementary Service Delivery on Students' Satisfaction in Public Primary Teacher Training Colleges in Kenya.

I have identified you as a potential respondent in this study and humbly request you to take a few minutes to fill the questionnaire. Please note that you are not required to write your name or any other form of identification. I assure you that your responses will be treated with utmost confidentiality and will only be used for academic purposes.

Taking part in this study is voluntary. Without writing your name, you can sign below if you accept to participate in the survey as a respondent.

Thank you

Signature

Date _____

Appendix 2: Students' Questionnaire on Quality Survey

Section One: Background information

For your background information kindly tick (√) in the brackets and /or fill in the blank spaces provided for each of the items.

Gender: Male () Female ()

Age: 20-24 () 25-29 () 30-35 () 35+ ()

In the following section tick (√) a rating number in the cell at the end of each statement that best describes quality of student support services your college.

4- Strongly Agree

3-Agree

2-disagree

1- Strongly Disagree

Items	4	3	2	1
1. Library materials are well organized				
2. Availability of relevant materials for teaching				
3. Computers are available				
4. Library staff are sufficient				
5. Library space is adequate				
6. E-resources are available				
7. Location of hostels is conducive				
8. Cleanliness is satisfactory				
9. Hostels are secure				
10. Hostel staff are supportive				
11. Hostel space is adequate				
12. Internet services are adequate				
13. The counselors are accessible				
14. The service provided is satisfactory				

15. I understand the policy on guidance and counselling in college				
16. The counsellors are courteous				
17. Adequate resources are available				
18. Individualized counselling is provided				
19. Medical staff are available				
20. Medical supplies are adequate				
21. Emergence medical services are available				
22. Medical staff are willing to help students				
23. Medical facilities are well maintained				
24. Location of medical facility is conducive				

END

Appendix 3: Students' Questionnaire on Satisfaction Survey

Indicate the extent you are satisfied with the following statements using;

Extremely satisfied -5

Satisfied-4

Undecided-3

Dissatisfied-2

Extremely Dissatisfied -1

Indicate the extent to which you are satisfied with the following;

ITEMS	5	4	3	2	1
1. Academic performance is satisfactory					
2. Ease of doing assignments					
3. Enhanced academic performance					
4. Up-to-date learning resources					
5. Timely course completion					
6. Holistic learning					
7. Availability of resources					
8. Adequacy of resources					
9. Convenience of obtaining services					
10. Fairness in provision of services					
11. Timely service delivery					
12. Schedules well planned					
13. Adequate time for activities					
14. Convenient operating hours					
15. Staff attitude towards students					
16. Staff are knowledgeable					
17. Staff are courteous					
18. Competent staff					
19. Services location is conducive					
20. Facilities well maintained					
21. Staff interaction with students					
22. Student talents nurtured					

23. Good college image						
24. Sense of pride in college						
25. Staff communication skills						
26. Knowledge about available services						
27. Clear channels of communication						
28. Approaches used to address students' concerns						
29. Ease of accessing services						
30. Individual needs are addressed						
31. Individualized services offered						
32. College meets my expectations						
33. Students' feedback sought						
34. Consultative decision making						
35. Cohesiveness among staff and students						
36. Teamwork among students						

Appendix 4: Interview Schedule

College no. _____

Gender: Male () Female ()

Years of service in office _____

1. What is your opinion on internet services in the library?

2. What is your opinion on services offered to students by library staff?

3. What is your opinion on quality of library resources?

4. What is your opinion on dining facilities in the college?

5. What is your opinion on condition of rooms in the hostels?

6. What is your opinion on location and security of hostels?

7. What is your opinion on location of counselling department?

8. What is your opinion on opening and closing hours of counselling?

9. What is your opinion on counsellors' knowledge and skills?

10. What is your opinion on services offered to students by medical staff?

11. What is your opinion on medical facilities provided to students?

12. What is your opinion on emergency medical services offered to students?

Appendix 5: Critical r Table

df /n	2-tailed testing			1-tailed testing		
	$\alpha = .1$	$\alpha = .05$	$\alpha = .01$	$\alpha = .1$	$\alpha = .05$	$\alpha = .01$
5	0.805	0.878	0.959	0.687	0.805	0.934
6	0.729	0.811	0.917	0.608	0.729	0.882
7	0.669	0.754	0.875	0.551	0.669	0.833
8	0.621	0.707	0.834	0.507	0.621	0.789
9	0.582	0.666	0.798	0.472	0.582	0.750
10	0.549	0.632	0.765	0.443	0.549	0.715
11	0.521	0.602	0.735	0.419	0.521	0.685
12	0.497	0.576	0.708	0.398	0.497	0.658
13	0.476	0.553	0.684	0.380	0.476	0.634
14	0.458	0.532	0.661	0.365	0.458	0.612
15	0.441	0.514	0.641	0.351	0.441	0.592
16	0.426	0.497	0.623	0.338	0.426	0.574
17	0.412	0.482	0.606	0.327	0.412	0.558
18	0.400	0.468	0.590	0.317	0.400	0.543
19	0.389	0.456	0.575	0.308	0.389	0.529
20	0.378	0.444	0.561	0.299	0.378	0.516
21	0.369	0.433	0.549	0.291	0.369	0.503
22	0.360	0.423	0.537	0.284	0.360	0.492
23	0.352	0.413	0.526	0.277	0.352	0.482
24	0.344	0.404	0.515	0.271	0.344	0.472
25	0.337	0.396	0.505	0.265	0.337	0.462
26	0.330	0.388	0.496	0.260	0.330	0.453
27	0.323	0.381	0.487	0.255	0.323	0.445
28	0.317	0.374	0.479	0.250	0.317	0.437
29	0.311	0.367	0.471	0.245	0.311	0.430
30	0.306	0.361	0.463	0.241	0.306	0.423
40	0.264	0.312	0.403	0.207	0.264	0.367
50	0.235	0.279	0.361	0.184	0.235	0.328
60	0.214	0.254	0.330	0.168	0.214	0.300
80	0.185	0.220	0.286	0.145	0.185	0.260
100	0.165	0.197	0.256	0.129	0.165	0.232
120	0.151	0.179	0.234	0.118	0.151	0.212
140	0.140	0.166	0.217	0.109	0.140	0.196
160	0.130	0.155	0.203	0.102	0.130	0.184

180	0.123	0.146	0.192	0.096	0.123	0.173
200	0.117	0.139	0.182	0.091	0.117	0.164
300	0.095	0.113	0.149	0.074	0.095	0.134
400	0.082	0.098	0.129	0.064	0.082	0.116
500	0.074	0.088	0.115	0.057	0.074	0.104

Note: $df = n-2$; n = sample size; α = alpha level

Appendix 6: Letter from Director Postgraduate Studies



MAASAI MARA UNIVERSITY (OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

Ref: Ref/MMU/AA0328/17/VOL.1

Date: 10th March, 2016

Council Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE: APPLICATION FOR RESEARCH PERMIT: REG. NO. DE01/0028/2010 - NJUGUNA JANE MUTHONI


I wish to recommend the above candidate for permit to enable her collect data for her research. She defended her proposal at the School of Education successfully. She made the corrections required and therefore qualifies for field research.

Any assistance accorded to her will be highly appreciated.



Prof. Edward K. Tanui
AG. DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Appendix 7: Permit from NACOSTI


**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/66845/10332** Date: **18th April, 2016**


Jane Muthoni Njuguna
Maasai Mara University
P.O. Box 861-20500
NAROK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Assessment of quality supplementary service delivery on students satisfaction in public primary teacher training colleges in Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **15th April, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. STEPHEN K. KIP'IRU, Ph.D.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.