

Quality Of Students' Guidance And Counselling, Sports And Recreation Welfare Services And Level Of Students' Satisfaction On Service Delivery In Public Universities: A Case For Maasai Mara University, Kenya.

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Abstract

The purpose of this study was to examine the quality of student's welfare services and how it affects students' level of satisfaction in public universities in Kenya and especially at Maasai Mara University. The objectives of the study were to: Assess the relationship between quality of guidance and counseling services and students' satisfaction and; assess the relationship between quality of sports and recreation services and student's satisfaction. The study used mixed-methods research design. The target population of the study constituted 2640 students in their third year of study and four (4) heads of sections offering students' welfare services in the University. The reliability coefficient of the SQ was .895. The study indicated that there was a positive relationship between quality of students' welfare services and student satisfaction at the university. Independently, quality of guidance and counseling services had the largest contribution on students' satisfaction [$R^2 = .322$, $F_{(1, 287)} = 137.80$, $p = .000$] while the quality of sports and recreation services [$R^2 = .215$, $F_{(1, 287)} = 78.759$, $p = .000$]. The study concluded that quality of students' guidance and counselling as well sports and recreational services was positively and directly related to students' satisfaction. Improvements in the average quality of guidance and counseling services, and sport and recreation services was likely to result to proportionate increase in students' level of satisfaction in the University. The study recommends that the University should put more focus on the quality of guidance and counseling services as they were found to have more impact on students' satisfaction.

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I. Introduction

Background To The Study

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

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

Alkhalwaleh (2017) therefore stressed the need for universities to invest in quality health care services as a strategy for meeting students' physical and mental health needs which if not sufficiently met, may adversely affect academic achievement. Dustin et al. (2017) underscore the vital role of sport and recreation services in managing stress and anxiety among students, nurturing leadership and management skills, increasing emotional control, fostering lifelong health and fitness, and improving grade point averages.

Existing literature suggest that students' welfare services have received varied attention from higher education service providers (International Students Survey, 2021; Mokoena & Dhurup, 2017; Sohail & Hasan, 2020). In Australia, a continent which over the years has maintained a reputation as a destination for quality higher education, International Students Survey (2021) found that 71.0% of the students were satisfied with the quality of students' welfare services in the universities. The finding

implies that universities in the continent focused on providing superior welfare services considering its role in enhancing students' satisfaction, retention and better learning outcomes. Leslie (2015) reports that in the United States of America, universities have mainly focused on academic reforms at the expense of students' welfare services.

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

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

University education is one of the most rapidly expanding sub-sectors of the education sector in Kenya. This has been driven by public and private demand for higher education and also Government commitment to improving access to education (Dindi, 2013). The Government also acknowledges the role of university education in the development of the entire nation (Odhiambo, 2018). Despite the critical role of university education in Kenya, concerns persist on the quality of university education. There have been serious concerns about the ability of Kenya's universities to produce the kind of graduates who can drive the country forward (Odhiambo, 2018). Therefore, this study was carried out with the view of examining the effect of welfare services on service delivery in public universities.

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

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

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

Universities Standards and Guidelines in Kenya requires universities to provide students' welfare services that are commensurate with the student population. Universities are required to provide a health unit, student common rooms with indoor recreation facilities, outdoor recreation facilities in form of games or sports facilities, catering facilities and guidance and counseling services commensurate with the students' population

(CUE, 2014). Diminishing internal and external sources of funding has a bearing on the quality of students' welfare services provided and the level of students' satisfaction in public universities in Kenya, including Maasai Mara University. Therefore, there was need to determine the quality of students' welfare services provided and how it relates to students' satisfaction in the University with an ultimate aim of identifying improvement priorities.

Statement of the Problem

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

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

Purpose of the Study

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

Objectives of the Study

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

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

Null Hypotheses

The study was guided by the following null hypotheses:

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

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

Significance of the Study

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

Limitations of the Study

The following limitations underpinned the study:

The students' self-reports can be misleading and hence there was need to incorporate other respondents in order to ascertain the appropriateness of the data collected. To overcome the limitation, interviews were carried

out among the heads of the various sections offering welfare services in order to corroborate findings from the students.

Delimitation of the Study

The study was delimited by the following

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

II. Literature Review

Introduction

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

Quality of Student Welfare Services

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

According to Helmcamp (2015) students' welfare services encompass services that promote the physical, mental and social well-being of pupils and students. The services advance the balanced growth and development of the young, foster a culture of caring and positive interaction in the school community, and ensure equal learning opportunities for all. According to Brisset et al. (2010), welfare services expected for the students include accommodation, catering, careers, orientation programs, guidance and counseling, health services, information services, international student services, safety and security, scholarship and financial assistance, services for students with special needs, sports and recreational services among others.

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

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

Students' Satisfaction in Higher Education

According to Sultan and Wong (2013), students perceive quality education from an emotional outcome of their view on various services that an institution provides. Ghori (2016) study on deconstructing concepts of student satisfaction, engagement and participation in United Kingdom Higher Education indicated that there is no standard definition of student satisfaction. Different authors have defined student satisfaction in the context of their studies and experience. Deuren and Lhaden (2017) study on student satisfaction in higher education defined satisfaction as a consequence of the fulfillment of needs and expectations of a specific service and the perception of the quality of that service. They indicated that an individual would derive satisfaction from the perception of

service quality. In the study they indicated that student satisfaction is related to perceived quality although the two are not equivalent.

Salinda and Lalitha (2017) on the other hand defined Students' satisfaction as a short-term attitude resulting from an evaluation of students' educational experience, services and facilities. Earlier it was measured by common satisfaction frameworks but later higher education specific satisfaction models were developed. They established that there was a relationship between student satisfaction and students' perception of the quality of education. Maasai Mara University is selected for this study because it is among the fastest growing public universities in Kenya. Despite the high rate of students' enrolment in the university, the facilities available have not been expanded in line with the enrolment. Students at the universities just like in many other Universities in Kenya, are faced with many challenges especially on issues of affordable catering services and better health care which could be cheaper if offered by the university. It is noted that public universities are only able to offer not more than 15% of these welfare services to their students. Maasai Mara University is not an exception as the university is only in a position to offer residential services to first year students. The available facilities are therefore overstretched and this prompted the researcher to focus on the institution and assess how the current state of affairs effect the provision of students' welfare services and how this impacts on the students' level of satisfaction with the University.

Students Welfare Services

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

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

Guidance and Counseling Services and Student's Level of Satisfaction

Adebowale (2011) sought to investigate the perception of students in institutions of higher learning on the effectiveness of guidance services available to them. The study used descriptive study where twelve (12) universities both private and public from

Nigeria were selected. A sample of 50 undergraduate and post graduate students comprising of male and female were randomly selected from each of the universities. A questionnaire was used to collect data. The study found that most of the universities had operational guidance and counseling services in their respective universities but students were not satisfied with the services provided. This study was conducted in Nigerian universities and it was important to assess whether university student in Kenya hold the same view as their counterparts in Nigeria, hence the need for this study.

Buraga and Caballero (2018) carried out a study to assess the challenges facing the students that seek for counseling services. The study concluded that the increase in diverse students' problems and the current economic situation necessitate effective counseling services compared to the past. Thus, guidance and counseling assistance for students has increased in frequency and complexity. Effective guidance and counseling imply that the role and function of counselors should be shaped in large part by existing students' problems. There was therefore need to explore more information in regard to how to make counseling services in institutions of higher learning more effective to assist the students who are now being faced with even more challenges than before.

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

On the other hand, a study by Awinsong et al. (2015) sought to assess factors affecting the counseling services in institutions of higher learning. The study established that counselors should be competent and well-trained and have a sense of efficacy in order to make the process effective. The study also established that there was need to assess the counselor's competence in doing what they are expected to do. By having the right

counselors, the process of counseling will be more effective and hence will ensue that the needs of the students are better addressed. The current study therefore sought to assess whether students in universities in Kenya hold the same view as discussed.

In a different study, Wambui (2015) asserted that there is a need for systematic short in- service courses which should be conducted on a continuous basis in order to boost the effectiveness of the counselors. Besides training and skills acquisition the study also established that there was need for pre-service and in-service programmes, workshops and seminars to assist in preparing all those involved in the process of guidance and counseling by acquainting them with the new curriculum. The current study sought to establish how the counselling session can be made more effective among the university students.

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

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

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

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

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

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

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

Theoretical Framework

This study was guided by the value percept theory of customer satisfaction proposed by Locke (1969) and further revised by Westbrook and Reilly (1983). According to the theory customer satisfaction or dissatisfaction is an expressive reaction caused by a cognitive-evaluative process in which the beliefs about an object, action, or condition are compared to one's needs. The theory noted that the disparity between percepts of the object, action, or condition, is determined by one's values and perceptions. Satisfaction is therefore a favorable evaluation that generates positive affect associated with goal attainment. Appleton-Knapp and Krentler (2006) and Oscar (2005) have coined the term student satisfaction as a parallel concept to the idea of customer satisfaction in modern literature. It is now considered that the satisfaction of the student is similar to customer satisfaction with services. In order to rate the aspects of student's level of satisfaction, the value percept theory was applied. Through the analysis, aspects of quality of welfare service were determined in order to guide managerial action and policy decision making.

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

Conceptual Framework for the study

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

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

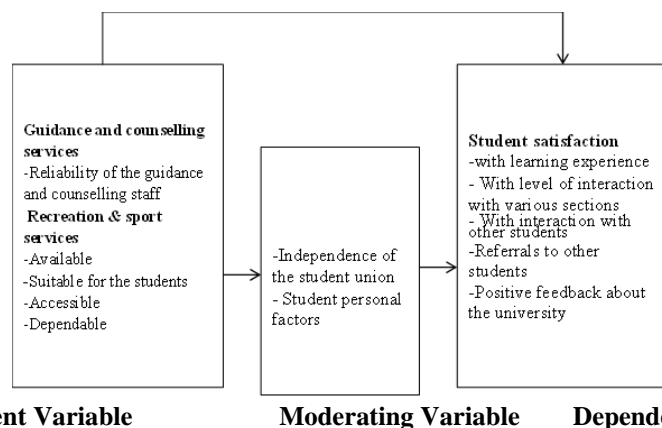


Figure 1: Relationship Between Quality of Students' Welfare Services and Students' Satisfaction
Source: Researcher, 2022

III. Research Methodology

Research Design

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

Target Population

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

Maasai Mara University was selected for this study because it is among the fastest growing public universities in Kenya. Despite the high rate of students' enrolment in the university, the facilities available have not been expanded in line with the enrolment. Students at the university, just like in many other institutions of higher education in Kenya, are faced with many challenges especially on issues of affordable catering services and better health care which could be cheaper if offered by the university. It is noted that public universities are only able to offer not more than 15% of these welfare services to their students. Maasai Mara University is not an exception as the university is only in a position to offer residential services to first year students.

The available facilities are therefore overstretched and this prompted the researcher to focus on the institution and assess how the current state of affairs affect the provision of students' welfare services and how this impacts on the students' level of satisfaction as far as these services are concerned.

Sample Size and Sampling Procedures

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

Sample size

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

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

Where:

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

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

N = Estimate of the population size given as 2644.

Therefore, the sample size for this study

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

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

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

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

Sampling Procedure

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

Research Instruments

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

IV. Results And Discussion

Introduction

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

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

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

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

Level of Students' Satisfaction at Maasai Mara University

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

Table 2: Students Rating of their Satisfaction at Maasai Mara university

Statement	Rating					Cumulative		
	SD	D	NS	A	SA	D	A	Total
I am satisfied with my learning experience in the University	38 13.1%	46 15.9%	45 15.6%	92 31.8%	68 23.5%	84 29.0%	160 55.3%	289 100.0%
I am satisfied with the services in the various sections of the University	55 19%	85 29.4%	34 11.8%	80 27.7%	44 15.2%	140 48.4%	124 42.9%	289 100.0%
I refer other students to join the University	19 6.6%	41 14.2%	71 24.6%	95 32.9%	100 34.6%	60 20.8%	195 67.5%	289 100.0%
I am satisfied with the level of	57 19.7%	30 10.4%	71 24.6%	84 29.1%	47 16.3%	87 30.1%	131 45.4%	289 100.0%

interaction with other students								
Other students give positive feedback about the University	47 16.3%	35 12.1%	63 21.8%	80 27.7%	64 22.1%	82 28.4%	144 49.8%	289 100.0%
Mean (M) = 3.252				Std. Deviation (SD) = 1.01				

Source: Researcher, 2022

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

The study also found that most 195 (67.5%) of the contacted students would recommend other students to enroll in the university. The results show that though the students were not satisfied with the quality of services provided at various sections selected for the study, most of them could still recommend other students to join the university. This might be attributed to the fact that most students were satisfied with the learning process which is the core business of the university.

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

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

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

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

Table 3: Students Rating on the Quality of Guidance and Counseling Services

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

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

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

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

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

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

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

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

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

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

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

Findings from the students and the head of guidance and counselling services convey that although the University had functional guidance and counselling services, up take from the students was low due to lack of

awareness on the existence and importance of the services to the students. The finding resonates with Seyoum (2011) study in Ethiopia which found that students did not have sufficient knowledge on the kind and the extent of guidance counselling services offered in the universities. In the current study, up take of group/peer counselling was also low probably due to ineffective structures to ensure successful implementation. The University also lacked effective structures for identifying students in need of counselling services. Shortage of specialized counselors commensurate with the ever increasing students' population also affected implementation of follow up programme for the affected students. Upon determining the quality of students' guidance and counselling services in the University, the study proceeded to determine the relationship between quality of students' guidance and counselling services and level of students' satisfaction with service delivery in the University.

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

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

Table 4: Model Summary of the Relationship Between Guidance and Counselling Services and Satisfaction in Maasai Mara University

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

a. Predictors: (Constant), guidance and counselling

Source: Researcher 2022

The results on Table 4 show that the adjusted R square (R^2) = 0.322. This meant that quality of guidance and counseling services explained 32.2% of the variation in level of students' satisfaction with service delivery in the University. To assess the whether there is a statistically significance effect between the variables, *the null hypothesis that there is no statistically significant effect between the quality of students' guidance and counselling services and the level of students' satisfaction with service delivery Maasai Mara University* was tested using the ANOVA and the results summarized on table 17.

Table 5. ANOVA: Quality of Students' Guidance and Counselling Services and Students' Satisfaction in Maasai Mara University

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

a. Dependent Variable: students satisfaction

b. Predictors: (Constant), guidance and counselling

Source; Researcher 2022

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

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

Table 6. Simple linear Regression Coefficients: Quality of Students' Guidance and Counselling and Students' satisfaction in the University

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

a. Dependent Variable: students satisfaction

Source; Researcher, 2022

Data presented on Table 6 show that the standardized beta coefficient for quality of guidance and counselling services is ($\beta = 0.570$) and p value = .000 which indicates that the relationship was significant because $p < 0.05$. This was interpreted to mean that there is a direct relationship between quality of guidance and counselling services and level of students' satisfaction with service delivery in the University. An increase in the quality of guidance and counselling services in the University was therefore likely to result to a proportionate increase in students' satisfaction. The finding implies that the University should focus on improving the quality of guidance and counselling services delivery by increasing the number of staff available to facilitate counselling sessions, ensuring that staff earn the confidence of the students so as to improve uptake of counselling services. The results agree with Ragab et al. (2013) and Stukalina (2012) who noted that there was a significant relationship between guidance and counselling services and students' satisfaction in institutions of higher learning. The following section presents results and discussion on the fourth objective of the study.

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

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

Quality of Sports and Recreation Services at Maasai Mara University

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

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

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

Table 7: Students Rating of the Quality of Sports and Recreation Services in Maasai Mara University

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

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

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

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

public universities in Kenya which found that the available sports and recreational services were inadequate as to meet the needs of the growing students' population hence negatively impacting on the quality of university education being provided.

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

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

From the transcript, it may be inferred that one of the reasons for students lack of interest in utilizing available sports and recreation facilities is that most of the students live outside the University. Consequently, they did not use the facilities since students normally go back to their places of residence outside the University upon completing their scheduled classes. However, it was notable that the University was planning to introduce new sports and recreation activities which may be attractive to the students in the 21st Century. The findings concur with Abdullah and Mohamad (2016) study in a university in Malaysia. They reported that though universities were allocating financial resources for the development of sports and recreation facilities, students were not fully utilizing available facilities suggesting that they were not physically active.

This may be a pointer of inadequate sensitization and awareness among the students on the value of sports and recreation activities to their healthy lifestyle which is a prerequisite for success in academics (Dorata, 2018). Failure to factor emerging sports and inadequate sports and recreation facilities may also discourage students from participating.

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

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

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

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

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

From the response, it is noted that gender was not a consideration in the provision of sports and recreation services in the University. Similar opinion was also expressed by the students. According to Abdullah and Mohamad (2016), moral reasons may compel female students to show reluctance in sharing sports and recreation facilities with male students. They may experience a general feeling of discomfort sharing a facility that is fully occupied by male students.

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

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

In order to determine the relationship, simple linear regression analysis was done and the model summary was presented on Table 8.

Table 8: Relationship between the quality of sports and recreational services and students' satisfaction in Maasai Mara University .

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

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

Source: Research Data, 2022

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

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

Table 9. ANOVA: Quality of Sports and Recreation Services and Students' Satisfaction in Maasai Mara University

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

b. Predictors: (Constant), sports and recreation

Source: Researcher, 2022

The results presented on Table 9 show that the F value ($F_{1,287} = 78.759$ and $p=.000$). This indicates that the model is statistically significant because $p<0.5$. It was inferred that the model was a good predictor of the effect and hence could be used to effectively explain the relationship between quality of sports and recreation services and level of students' satisfaction with service delivery in the University. The null hypothesis therefore was rejected, indicating that the quality of sports and recreation services affected the level of students' satisfaction with the service at the university.

Simple linear regression output summarized on Table 10 was interpreted in order to establish the contribution of quality of Sports and recreational services on students' satisfactions

Table 10: Simple linear Regression Coefficients: Quality of Sports and Recreation Services and Students' Satisfaction in Maasai Maara University

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

a. Dependent Variable: students' satisfaction

Source: Research Data, 2022

Data summarized on Table 10 show that the standardized beta coefficient for quality of sports and recreation services is ($\beta = 0.464$) and p value = .000 which conveys that the relationship is significant because $p<.05$. This was interpreted to mean that there is a direct and significant relationship between quality of sports and recreation services and level of students' satisfaction with service delivery in the University. A unit increase in the quality of sports and recreation services in the university was therefore likely to result to proportionate increase in students' level of satisfaction. The finding implies that the University should focus on ensuring that there are adequate opportunities for sports for all the students, providing adequate indoor and outdoor sport facilities, availing sports trainers, being sensitive to gender in provision of sports and regular maintenance of available sports and recreation facilities. The findings agree with Arokiasamy and Abdullah (2012), Fullerton

(2011) and Cohen et al. (2013) who reported that there is a statistical and significant relationship between quality of sports and recreation services and students' satisfaction in universities.

V. Summary, Conclusion And Recommendations

Summary of the Study

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

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

Conclusions

The study made the following conclusions:

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

Recommendations

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

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

Areas for Further Study

The study recommends the following areas for further research:

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