ANALYSIS OF DETERMINANTS FOR MOBILITY OF STUDENTS IN PRIVATE UNIVERSITIES IN NAIROBI COUNTY, KENYA

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A Thesis Submitted to the School of Education and Social Sciences in Partial Fulfilment of the Requirements for the Conferment of the Degree of Doctor of Philosophy in Leadership and Education Management of Kenya Methodist University

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DECLARATION AND RECOMMENDATIONS

Declaration

This thesis is my original work and has not been presented for the award of a degree or any other award in any other University.

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Recommendations

We confirm that the candidate carried out the work reported in this thesis under our supervision.

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DEDICATION

I dedicate this thesis to my two sons; Martin M. Micheni and Mike M. Micheni,

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I sincerely appreciate my supervisors, Dr. Kibaara, Tarsilla and Prof. Paul Gichohi of Kenya Methodist University, for bearing with me, contributing and guiding in writing the research proposal. I appreciate all the registrars, administrators and students for volunteering to be the respondents for the study always ready to respond to me whenever I enquire about issues concerning this research. To my children Mike M Micheni, and Martin M Micheni, and the extended family for their prayers and motivation.

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ABSTRACT

By ensuring that students have the knowledge and abilities needed to develop and enhance the economy of governments and nations, education helps students assume roles in society. The growing phenomenon of student mobility is connected with globalization and internationalization processes and internationalization. The country has observed a sizable proportion of government and privately funded students opting to transfer from one university to another, despite CUE's attempts to integrate curriculum and the KUCCPS placement method in all universities. This kind of student movement seems to indicate that the culture has hidden preferences on which universities to attend. As the study's target, Nairobi County in Kenya, this demands crucial criteria for mobility amongst pupils. This research was driven by the subsequent specific objectives done in private universities in Nairobi County, Kenya: to analyze the effect of customer care services on student mobility; to determine whether student engagement influences students' choice of mobility; to investigate whether the quality of learning is a cause of student mobility; to establish the relationship between students' economic status and mobility and, to find out the relationship between the course completion time and student mobility. The study too pursued to assess the impact of government policies on students' mobility in private universities in Nairobi County, Kenya. This study employed a descriptive quantitative survey design. This study targeted 26 registered private universities (including private university constituents where mobility rate records are too high) in Nairobi County, Kenya. The research sample size was 180 private university students and nine registrars. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) version 22.0. Descriptive analysis, inferential statistics, and regression analysis were used to analyze the findings. Descriptive statistics such as mean scores, percentages, and standard deviation were computed appropriately. Binary logistic regression analysis was used to establish the extent of the effect on the dependent variables of independent variables. This study found that economic status does not influence student mobility in private universities in Nairobi County, Kenya. The mobility of students in Nairobi County, Kenya is greatly influenced by customer care services, student engagement, quality of learning and course completion times, This study suggests that government organizations, including the Ministry of Education (MOE), Kenya University and Colleges Placement Service (KUCCPS), Commission for University Education (CUE), and Higher Education Loans Board (HELB), review the current learning policies in institutions of higher learning and integrate systematic measures to control the alarming cases of student mobility. To attract potential students to their individual universities, the marketing divisions of the target-area universities should make more investments in customer support services. Private universities should make deliberate efforts in ensuring that there is an improvement in course completion time of their courses. Private universities should invest in their respective infrastructure that is meant to ensure superior learning possibilities.

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LIST OF ABBREVIATIONS AND ACRONYMS

AFSA: Australian Financial Security Authority

CUE: Commission of University Education

EAC: East African Community

EPC: European Parliament and Council

EU: European Union

GoK: Government of Kenya

HE: Higher Education

ICT: Information Communication Technology

IDP: International Development Program

IIE   Institute of International Education

ISM: International Student Mobility

IUCEA: Inter-University Council for East Africa

KEMU: Kenya Methodist University

NAC: National Assessment Centre

NACOSTI: National Commission for Science, Technology & Innovation

NAFSA: National Association for Foreign Student Advisers - now Association
of International Educators (AIE)

OECD: Organization for Economic Co-operation and Development

SPSS: Statistical Package for Social Sciences

SWAP: Sector Wide Approach to Programme Planning

UK: United Kingdom

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

USA: United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Student mobility is considered as a phenomenon where students change from one academic institution to another (through either credit transfers or total assumption of a fresh move to undertake similar or related courses) or changing from one academic programme to another, for various reasons (Raghuram, 2013). Anderson and Bhati (2012) further defined the mobility of student as the frequency with which the learners transfer between one schools to another. According to Clavel (2015), student mobility may constitute prospective opportunities to study outside their countries. Moreover, student mobility can also take place between institution and a country (inward) or out of an institution or a country (outward). In this case such mobility has also been described in terms of intra-national meaning within the confines of a nation and international being beyond the borders of a country (Prazeres, 2015). This study focuses on intranational or inward students' mobility among private universities. What causes this mobility, yet a student had made an initial choice of a university?

Raghuram (2013) defined the term students' mobility as the process of students changing from an academic institution into another, or changing from one academic programme to another, for various reasons. It is also the rate of movement from one school into another (Anderson & Bhati, 2012). Student mobility may be as a result of various reasons. Some of the most notable reasons for student mobility include search for credit transfer, sports transfer, military transfer, moving away and out of town, corporate transfer, online and distant learning, summer courses, restarting and returning to college, social circumstances, moving back home, not a good fit, financial reasons,

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changing career directions, life and work, academic challenges, international transfer, self-paced, open courseware transfer and others.

Treiger (2014) asserted that absence of customer care services in an institution denies competitive advantage from such an institution. Stakeholders in the education sector are nowadays more conscious of their rights and consequently demand for quality services just as they would in commercial engagements. Consequently, the improvement in responsiveness to improvement in delivery of services to students and stakeholders generally is imperative for all educational institutions. This could be done by the adoption of clear communication strategies between students and college administration. Turban et al. (2012) argued that customer care services involves a sequence of actions intended to improve the customer satisfaction level. Many educational institutions are now offering customer services to their students with some departments devoted to providing student-centred services. However, the provision of customer care must be institution wide by involving everybody (Emery et al., 2011). Most higher education institutions place emphasis on producing graduates rather than on the process of upright customer service (Turban et al., 2012). Consequently, institutions have tended to place emphasis on the need for hard work in a bit to finish their studies. According to Emery et al. (2011), while students may, in the short run, not appreciate the hard work they have to put in, they nevertheless are very grateful of the quality education service that they finally get. The provision of customer care should lead to higher retention rates and consequently an increase in the revenue for higher education institutions (Bejou, 2015). According to Ewers (2010), institutions need to have their employees join training sessions on customer service in order to better serve their customers. Moreover, Vaill (2015) asserts that because education is a service and not a product, institutions must endeavour to meet the needs (and

expectations) of the student. Homes (2016) assert that customer care services in institutions of higher learning comprise of designated activities that help to improve student satisfaction. The only way this can be achieved is when all departments in the institution are involved. Hence, good customer support results in the production of educated graduates (Homes, 2016).

Student engagement refers to the amount of energy, time as well as effort invested by students in their studies (Murphy & Stewart, 2017). Student engagement is a major characteristic of high-quality education in institutions of higher learning. Student engagement can serve the interests of several stakeholders across teaching along with learning, and impact upon institutional management (Ashwin & McVitty, 2015). On the other words, "student mobility in colleges is ever more important trend". Student mobility is brought about by the expansion in post-secondary capacity and choice therefore making student engagement significant in the conversation on institutional effectiveness. This is because student engagement evaluates direct student behaviour and its impact on the improvement of the educational experiences of student (Murphy & Stewart, 2017). Research studies have shown that student involvement in the institution helps mould student learning outcomes. Moreover, universities and higher learning institutions are obliged to progressively create a conducive environment for student engagement. This includes: involvement in curricular as well as co-curricular activities, adapting programmes and services to student needs, and cultivating a conducive environment that fosters student engagement and academic success (Zhao et al., 2005). "There is a positive correlation between student engagement and student outcomes as well as positively effect on retention" (McCormack et al., 2009; Murphy & Stewart, 2017). Student engagement also refer to, "deliberate efforts by learning

institutions to create environments that learning and development" (Kuh, 2009). In this regard, institutions must strive to provide environmental conditions that are rich with learning experiences aimed at developing critical thinking, creativity, social as well as academic engagement, as well as support students to embrace a global citizenship (Murphy & Stewart, 2017). Consequently, student engagement needs to involve student participation (Klemenčič, 2012) and the development of productive partnership (Healey et al., 2016). The level of participation ranges from access to consultation, to information and dialogue which consequently lead to the development of partnership (Klemenčič, 2012).

A quality education is one that equips students with the information and skills necessary for the labor market. In many instances, quality of learning education has even wider benefits including its potential to develop individuals in ways that help develop society more broadly (Alexander, 2015). Students in institutions of higher learning often compete to get opportunities to study in universities that are known to offer quality higher education. Quality of learning is an important consideration that student make in choosing to remain in an academic institution or to transfer into another institution (Yao-Chuan, 2017). The aspect of quality pervades all aspects of the university. Presently, increased student mobility provides opportunity for universities to provide more inclusive and inspiring environment that functions to attract more students. According to Luciano (2014), quality of education is directly related to students' mobility and enrolment in academic institutions. In the higher university sector, the quality of education is mostly linked with class size, effectiveness of assessment and availability of learning resources. According to McCowan (2018), teaching skills, academic experience and level of commitment to teaching are also important aspects

that significantly impact the standard of university instruction and learning. Students who feel that they miss a good opportunity for high quality education tend to despise the learning institution where they are enrolled and eventually seek to transfer (when it is possible). According to Raghuram (2013), student mobility in higher learning institutions can arise as learners seek to be enrolled in institutions that are perceived to offer quality education. As students seed to be placed in universities where quality education is delivered, it is common to expect a phenomenon where students change from one academic institution to another. In some cases, this may compel a student in total assumption of a fresh move to undertake similar or related courses. According to Clavel (2015), student mobility may constitute prospective opportunities to study outside their countries (usually with a perception that such institutions offer high quality education). Moreover, student mobility can also take place between institution or a country (inward) or out of an institution or a country (outward). In this case such mobility has also been described in terms of intra-national meaning within the confines of a nation and international being beyond the borders of a country.

Economic status of an individual refers to their own or their family's an individual's or family's financial ability resulting from income and occupation (Choudaha & DeWit, 2015). This financial position is thought to perpetuate an individual's social class and will generally contribute to the transmission of cultural elements such as perceptive functioning, which contribute to commercial success. Family income may be described as the sum total of wages, salaries, profits and rents received by members of a family (Simiyu, 2001). Income has been universally used as a measure of economic status of an individual in society. According to Marmot (2014), inadequate resources contribute significantly in a student's decision making with regard to enrolment into university.

Students in such circumstances are hesitant to be mobile because they fear losing financial support from beneficiaries or part-time employment. When such students receive financial support from funding institutions, the financial burden is somewhat alleviated and they are more able to settle down in studies (Marmot, 2014). Low economic status of students bears significant influence on their decision to move from expensive institutions of higher learning to those of a lower calibre with less tuition fees. To compensate from wanting economic status among students, higher education institutions sometimes offer (either on itself or through third-parties) scholarships among students. The probability that students will succeed in higher education increases thanks to scholarships (especially on the part of needy students). Scholarships enhances the progression of learners' education event in the event of constrained financial positions. Students who acquire scholarships also benefit from likelihood of timely completion of studies. A scholarship is a form of financial aid to needy learners and is responsible for students' success in many countries (Ganem & Manasse, 2011). Scholarships often take the form of financial aid on need basis as well as on merit basis. The various forms of scholarships include grants, education loans and tuition fees.

Usher (2009) also stated that external pressures contributed to student migration. The relationship between public institutions, governments, and citizens has changed, he said, in large part as a result of the public's decreasing trust in public institutions. People are now considerably more mobile than they used to be thanks to globalization on the one hand and political integration in Europe on the other. Mobility, formerly uncommon, had become a major concern for policy, he claimed (in Europe at least). There has been a general reevaluation of institutional missions due to the growing significance of universities as knowledge producers in the new economy and the

seeming success of the American research university model in positioning itself at the center of the innovation process. After communism was overthrown in eastern and central Europe, there were a ton of fresh drivers for growth and cooperation on a global scale.

Students entering college are determined to take the whole course to completion. Apart from issues of diversity, many mobile students encounter challenges that sometimes threaten their ability to complete their studies in time (Parker-Jenkins, 2016). Progressively, these challenges increase the time it takes students to complete academic programmes (Donnelly & Fitzmaurice, 2013). Mwebi and Simatwa (2013) found that the rate of student registration in private university was low where the completion rate was perceived to be too high. In addition, the likelihood of transferring from privately owned higher learning institution was minimal where the completion rate was not high. Universities that are highly affected by transfers are those without the necessary resources for quality learning in higher institutions. These facilities include: study libraries, sports grounds, hostels, teaching halls and study laboratories. Shah et al. (2013) found that interest in the institution, chances of admission, learning environments, the caliber of the faculty, course content, and graduation ability all influenced students' mobility to other institutions when they looked into the factors that affect Australian students' choice of private universities. The students will either stay or transfer to another university depending on the institution's capacity to satisfy their needs.

In Africa, interregional and international movement is more frequent than intranational or inward mobility; neither has received much attention. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), 5.8% of tertiary

students from Sub-Saharan Africa switched to a different university overseas after enrolling at their first institution (United Nations Educational, Scientific, and Cultural Organization [UNESCO], 2011). Another report indicated that in terms of world regions, sub-Saharan Africa seems to provide the highest number of students on outbound mobility. This is far much greater than the world's average numbers. The same report established that USA, UK, and Australia were the preferred destinations for students from Kenya. This report by UNESCO, however, does not capture statistics regarding the number of Kenyan students pursuing studies neighbouring East African counties (UNESCO, 2016). Marshall (2013) supports those students from African countries to other continents to study has been on the rise and most are students from East Africa and the Pacific. According to Chien and Kot (2011), academic mobility has been the most important factor for this mobility. First of all, it has given many people the chance to pursue a living outside of Africa. Second, according to Kishun's (2010), research has provided chances for countries on the continent to develop their higher education institutions. African students' movement has been linked to "push and pull" forces.

In the East African Community (EAC), cross-border movements in search for higher education in neighboring economies has been to say the least, the most unequal (OECD, 2010). A study done in Tanzania on mobility of university students (intra-regional) in their education among Tanzanian students in enrolled in Kenyan universities (considering both push and pull factors) indicated that there is high demand on students request for credit transfers. The Universities that are accredited accept credit transfer from within and without East Africa (Simon et al., 2019).

Internal mobility hasn't been adequately studied in Kenya. Specifically from Rwanda, Somalia, the Democratic Republic of the Congo, and Southern Sudan, Paton (2014) said that Kenya has seen a significant influx of students from nearby nations. This is due to the creation of the Inter University Council for East Africa (IUCEA), a platform created to create an integrated university system in East Africa. This has enabled student's mobility to easily access learning and facilitates (CUE, 2014). Whereas these reports highlight mobility of students into Kenya, the present study will focus mainly on mobility within local universities whose empirical data is insufficient. This study is cognizant of the fact that every year there is significant number of students who qualified secondary school graduates determined to pursue higher education in any of the 74 accredited universities (Mohamedbhai, 2014). Studies reviewed above show that inter institution mobility in not new and for this reason, the study will seek to establish the factors that that may cause this mobility among university students in Kenya particularly among private universities.

1.2 Statement of the Problem

The Commission for University Education (CUE), which oversees university education in Kenya, sets standards for learning environments, faculty qualifications, learning environments, student recreation facilities, governance structures, academic program accreditation, library resources, and other factors. As a result, both the private and the public universities in Kenya pay close watch to these factors (CUE, 2016). The Commission for University Education plays a regulatory role and puts appropriate measures that guide the higher education sector in Kenya. The commission sets the basic requirements and principles for a university education in adding to facilitating the process of guaranteeing a high-quality education. In that regard, the Ministry of

Education (MoE) anticipates learning environments that are favorable to learning in all Kenyan universities, both public and private, and therefore less transfers of students between institutions of higher learning.

Despite efforts to standardize education through CUE, and placement process through KUCCPS in all universities, the country has witnessed a considerable number of government and privately sponsored students preferring to transfer from one university to another. This kind of student mobility seems to suggest that there exist undisclosed preferences among students in their choice of universities, which usually trigger the need to transfer. This calls for better understanding of key factors for the mobility among students in universities. Studies such as done by Marcus (2016) on factors influencing students' choice of public universities; Njuguna (2013) on cross-border higher education; Woldegiorgis (2015) on current trends and prospects for student mobility have shown that cross-border students' mobility may be informed by factors such as institutional, social-economic, and personal. In that respect, this research was set out to look into the effect of customer care services, student engagement, quality of learning, economic status, course completion and Government policies affect students' mobility private universities in Nairobi County in Kenya.

While studies on student mobility have been carried out in Kenya; for instance, its effect on quality teaching (Kandie, 2014; Obwogi, 2013) on student mobility and regional integration; Gabriel (2014) on determinants of demand and supply of students in universities; Mulonzi (2014) on factors influencing students' choice of universities; Nyabuti (2017) on review of students' admission policies for quality assurance, none has explored the determinants for mobility in a regulated environment. Moreover, most of the international research has only looked at international mobility of students hence

creating a gap in knowledge that the present study seeks to fill. While past studies have examined cross border mobility in detail and provided crucial insights to university admission offices, the lack of studies on intranational mobility deny universities the necessary insights into the pertinent issues that will not only make them competitive, but also prove value for establishment.

A report from US Government done by Cappex indicated that in 2004-2009 35% of undergraduate students transferred to a new school. The study showed that students did not have sufficient information when transferring and hence ended up losing credit. This had financial implication in that the students had to retake courses they had already done. The study further said that the students lost an estimate of 3% of their credits. According to research done by Kimberly-Potocki (2015), Assistant Director of Transfer Admissions, Manhattan Ville College, when students transfer, they stand to leave behind people and places they already know and are familiar with. According to the research, transfers make the student become a "new kid" again. This comes with a cost in that the student will need to purchase basic items again. According to the study, transfers also expose the student to culture shock. This might hinder personal development.

1.3 Purpose of the Study

The research objective was set to critically analyse the factors that influence student mobility in Nairobi County, Kenya's private institutions with a view to reducing the mobility.

1.4 Research Objectives

The following research goals served as the foundation for this study:

i. Analyse the effect of customer care services on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

ii. Determine whether student engagement influences student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

iii. Assess whether quality of learning is a reason for choice for student mobility in private universities in Kenya

iv. Examine the relationship between student's economic status and student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

v. Determine the relationship between the course completion time and student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

vi. Assess the effect of government policies on students' mobility in private universities in Nairobi County in Kenya

1.5 Research Hypotheses

Below are the research hypotheses that guided this work:

H_{01}: There is no significant relationship between customer care services and student's choice of mobility from one university to another in private universities in Nairobi County, Kenya.

H_{02}:   The choice of a student to transfer to another private universities in Nairobi County, Kenya, and their level of participation are not significantly correlated.

H_{03}:   The quality of learning offered by universities do not significantly influence student's choice of mobility from one university to another in private universities in Nairobi County, Kenya.

H_{04}:   In private universities in Nairobi County, Kenya, a student's option to transfer to another institution is not greatly influenced by their financial situation.

$H_{05:}$ In private Universities in Nairobi County, Kenya, there is no correlation between the time it takes for a course to be completed and the students' decision to transfer to another institution.

$H_{o}5$: Government policies do not significantly influence student's mobility in private universities in Nairobi County in Kenya

1.6 Significance of the Study

The results of this study may aid private university administrators in Kenya in better understanding the factors that influence students' decisions to transfer between universities. Consequently, they may be in a better position to come up with strategies and programmes towards the control of the same in their own universities or constituent colleges.

The study findings may inform government agencies through the Ministry of Education (MOE), Kenya Universities and Colleges Placement Service (KUCCPS), Commission for University Education (CUE) and Higher Education Loans Board (HELB) in reviewing existing policies or draw up other policies that could govern student mobility inside and outside the country. Minimizing student mobility is normally the key aim of the government policies and enactments.

Since the data acquired will illuminate and educate them of the variables students evaluate while choosing a university, the research findings may also become significant to parents, guardians, and society at large. In this situation, parents and guardians may be in a position to understand the impact that a student's choice of mobility is influenced by factors such as their family's financial situation, their students' engagement in the classroom, the quality of their education, the availability of customer care services, and the length of their course.

Future academics and academicians who wish to carry out research in the same field of student mobility may find this study to be relevant. The conclusions of this investigation may, in this instance, serve as the basis for their literature or serve as proof of their research findings. The marketing departments at universities in the target areas may use the information from this study and its conclusions to better sell their individual institutions' courses to potential students.

1.7 Limitations of the study

It was necessary to discourse each of the following constraints for this research to be credible.

i. There was reluctance by respondents to disclose information which they considered to be confidential. In this case, the researcher informed the respondents of the discretion of their responses and that the study was purely academic.

ii. The responses' information was based on how well they understood the idea of student mobility. Their perspectives, experiences, and comprehension of the issue were the only things considered in the findings. In order to address this,

the researcher took the time to clarify the significance of important topics prior to the question-and-answer session.

1.8 Scope of the Study

The study's scope included all the private universities in Kenya's Nairobi County. This study examined the factors that influence student mobility at private universities of higher education in Kenya's Nairobi County. The study's target audience included students presently enrolled in various course programs as well as university registrars. The results, which used Nairobi County as a case study, were representative of all the counties in Kenya. The study was limited to factors such as economic status of guardians, engagement of students, quality of learning, customer care services and course completion time as determinants of students' mobility from one university to another in private universities as these are the ones largely identified in the literature. The study did not cover aspects of international student mobility as well as factors such as aspiration, aptitude and career, location and university reputation. These factors noted to have been largely covered by previous researchers.

1.9 Assumptions of the Study

The study was guided by the following presumptions:

i. That the study participants were reasonably conversant on issues of customer care services, student's engagement, economic status and course completion time and how these influence student's choice of mobility from one university to another in private universities in Nairobi County.

ii. That the data emanating from this study was adequate for analysis and could help in the understanding of the determinants of student mobility in private universities in Nairobi County.

iii.   That the outcomes collected from the interviews were able to be global or non-specifically identified to the population of private universities in Nairobi.

iv.   Contributors' responses towards interview questions were honest and representative of their beliefs of student mobility in Nairobi.

v.   It is to be assumed that the interviews and demographic evidence survey would provide valuable information as to the expectations of the university students who transfer from one university to another.

1.10 Operational Definition of Terms

Customer Care: Customer care refers to the act of taking care of customers to ensure their satisfaction and pleasant interaction with an institution of advanced education.

Customer service: In this current study, customer service refers to the procedure developed by an institution to attend to its customers' demands by giving them professional, high-quality services as and when these services are required.

Economic status: Economic status refers to gross financial income possessed by a student's 'family and which income is used to wholly or partially cater for the students 'academic pursuits in the institution of learning.

Higher Education: This refers to education provided by institutions of learning beyond high school or secondary school. These include universities, colleges, academies, seminaries, as well as institutes of technology that award professional certifications or academic degrees.

Higher Education Institutions: refers to institutions that provide higher education at the past secondary, tertiary upto university levels. They are the tertiary colleges or universities in Kenya.

Quality Learning: This term is used to refer to an education that provides the student with a wholesome, interactive and fulfilling learning environment as well as informative content. Moreover, quality learning is one that is considered functional in unlocking

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innovative potential within the learner through the provision of effective teaching and learning encounters.

Student Mobility: The phenomenon of students changing from one academic institution to another, for various reasons. The institution can be in a mother country, regional or foreign country.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This review presents the literature on student mobility in privately owned universities. It presents reports, findings, arguments and opinions of other authors and academicians on the determinants of student mobility in institutions of higher learning. The main sections presented are; effect of student's economic status on student's choice of mobility, influence of students' engagement on choice of mobility, influence of quality of learning on student's choice of mobility, influence of customer care services on student's choice of mobility and influence of course completion time on student's choice of mobility, the theoretical review and the conceptual framework.

2.2 Student Mobility

Student mobility is the course of changing from one academic institution to another, or changing from one academic programme to another, for various reasons (Raghuram, 2013). Anderson and Bhati (2012) speaking on the same termed student mobility as the movement of learners from one institution to another. This study will adopt the definition of mobility as a phenomenon of students changing from one academic establishment to another in pursuit of higher schooling.

Student mobility may be as a result of various reasons; Search for credit transfer, sports transfer, military transfer, moving away and out of town, corporate transfer, online and distant learning, summer courses Restarting and returning to college, social circumstances, moving back home, not a good fit, financial reasons, changing career

directions, life and work, academic challenges, international transfer, self-paced, open courseware transfer and others.

A study done by Coppex.com showed that between 2004-2009, 35% of students who transferred from US did not get credit transfer. This is because the students did not obtain sufficient information about credit transfers. As a result, students lost their credit transfer. This raises the cost of education due to repeating classes.

Students' mobility in Africa has not been studied extensively. In the year 2011, the United Nations Educational, Scientific and Cultural Organization (UNESCO) reported that about 5.8% of tertiary students from the Sub-Saharan African region changed from their initial enrolment university to another one abroad. Another report indicated that in terms of world regions, sub-Saharan Africa seems to provide the highest number of students on outbound mobility. This number is far greater than the world's average. The same report established that USA, UK, and Australia were the preferred destinations for students from Kenya. This report by UNESCO, however, does not capture statistics regarding the number of Kenyan students pursuing studies neighbouring East African counties (UNESCO, 2016). Marshall (2013), supports those students from African countries to other continents to study has been on the rise and most are students from East Africa and the Pacific. According to Chien and Kot (2011), academic mobility has been the most important factor for this mobility. First, it has offered many an opportunity to pursue a livelihood outside Africa. Secondly, it has allowed opportunities for firming of the higher education classifications across countries in the continent. Shkoler and Rabenu (2022) study identified as "push and pull" factors as t"he cause of mobility by African students.

In the East African Community (EAC), cross-border movements in search for higher education in neighbouring economies has been to say the least, the most unequal (OECD, 2010). In Tanzania an investigation of intra-regional mobility among Tanzanian university students in Kenya indicated that there is high demand on students request for credit transfers. The Universities that are accredited accept credit transfer from within and without East Africa (Simon et al., 2019).

In Kenya, studies on internal mobility have been insufficient. Paton, (2014) indicated that Kenya has witnessed a substantial influx of students from neighbouring countries, particularly from Rwanda, Somali, the Democratic Republic of Congo and Southern Sudan. This can be attributed to the establishments of the Inter University Council for East Africa (IUCEA) a vehicle designed to build a unified university system in the East African. This has enabled student's mobility to easily access learning and facilitates (CUE, 2014). Whereas these reports highlight mobility of students into Kenya, the present study will focus mainly on mobility within local universities whose empirical data is insufficient. This study is cognizant of the fact that every year there is significant number of students who qualified secondary school graduates determined to pursue higher education in any of the 74 accredited universities (Mohamedbhai, 2014). Studies reviewed above show that inter institution mobility in not new and for this reason, the study will seek to establish the factors that that may cause this mobility among university students in Kenya particularly among private universities.

2.3 Private Universities

It took a private effort to take Kenya's initial move toward introducing and expanding higher education. The effort resulted in "Nairobi's Royal Technical College's foundation" even though it was rejected. According to Oketch (2004), "the Royal

College, Nairobi was granted university status by a special agreement with the University of London, and it adopted the name University College of Nairobi". " The University College of Nairobi" became the country's first institution of its sort in 1970 when it was granted full university status. The Kenyan government has supported and encouraged the construction of private institutions and colleges in order to aid in the resolution of some of the issues public universities are facing including insufficient opportunities for study. According to Huq and Huque (2014), a study done in Bangladesh, A private university is administered and funded by the corporate world. To put it plainly, the term "private" signifies that tuition and investments maintain the university. While not being run by a government, a private university is nevertheless bound by its laws and regulations. Since the country gained its independence in 1963, a variety of causes and notions that may be expressed by the statement: "Need to promote socio-economic development". When Kenya gained independence, highly skilled Kenyans were in the public service are necessary to replace leaving foreign nationals, and elsewhere. After then, the significance of the requirement to the creation of a highly skilled human resource base with the necessary competencies and perspectives in order to upgrade and grow each section of the economy. The need for expansion is also crucial since it results from a notion that a high degree of knowledge is the key to high income and social standing. from the Kenyan of 1964 purposes and objectives of universities, the Education Commission. These have served as the cornerstones of education. The opening of the United States International Institution's Kenyan campus in Nairobi marked the beginning of the "first private university in 1970". Following it, the "Seventh Day Adventists" financially supported the establishment of the "University of East Africa in Baraton (1978)"; the establishment of the "Catholic University of East Africa in 1984; Daystar University", founded in

1992, obtained a civil charter Kenya adopted a charter for its government in 1973. Despite the designed primarily to highlight the diverse evangelical. Several colleges have since received various types of missions (Abagi & Otieno, 2005). Private universities in Kenya are divided into various categories. In this study Faith Based, Church based and privately sponsored universities were studied. According to Daniels and Gustafson (2011). The impact of institutional mission varies according to the diversity of institutional forms (such as public, private, religiously linked, nonprofit, and proprietary). However, an institution's goal may be more important in impacting the public good than institutional leadership. Higher education schools with a religious focus frequently have missions that are intimately tied to volunteerism and civic involvement. "Faith-based schools" and universities are uniquely positioned to address common worries, provide provision to the resident and global society, and include students, staff, and administration in this common purpose thanks to their missions. Due to their dedication to their faith, which both guides and inspires their policy and practice, these institutions have a special responsibility and possess the greatest potential for this result. The privately sponsored universities are owned by individuals or organization.

2.4 Customer Care and Student Mobility

Customer service is perhaps one of the critical factors that provide the management of an educational institution with a competitive advantage (Treiger, 2014). Moreover, stakeholders in the education sector are nowadays more conscious of their rights and consequently demand for services just as they would in commercial engagements. Consequently, the improvement in responsiveness to improvement in delivery of services to students and stakeholders generally is imperative for all educational

institutions. This could be done by the adoption of clear communication strategies between students and college administration.

Customer service involves a sequence of actions intended to improve the customer satisfaction level (Turban et al., 2012). They assert that many educational institutions are now offering customer services to their students with some departments devoted to providing student-centred services. However, the provision of customer care must be institution wide by involving everybody (Emery et al., 2011). According to Turban et al. (2012), "most higher education institutions place emphasis on producing graduates rather than on the process of upright customer service." Consequently, institutions have tended to place emphasis on the need for students to work hard when they are at college to finish their studies. According to Emery et al. (2011), "while students may, in the short run, not appreciate the hard work they have to put in, they nevertheless are very grateful of the quality education service that they finally get".

"The provision of customer care should lead to higher retention rates and consequently an increase in the revenue for higher education institutions" (Bejou, 2015). According to Ewers (2010) institutions need to have their employees join training sessions on customer service in order to better serve their customers. Moreover, Vaill (2015) asserts that because education is a service and not a product, institutions must endeavour to respond to the needs and expectations of their student. Homes (2016) assert that customer care services in institutions of higher learning comprise of designated activities that help to improve student satisfaction. The only way this can be achieved is when all departments in the institution are involved. Hence, good customer support results in the production of educated graduates (Homes, 2016).

Bejou (2015) suggests that the adoption of customer relationship management (CRM) as an avenue for institutions to establish and maintain better student relationships. Bejou (2015) further affirms that, "CRM is an important tool for helping institutional administrators to effectively allocate resources that ensure continued recruitment, retention, progression, and enrolment in institutions of higher learning".

When examining the effect of quality services on student satisfaction in Malaysian public universities, Ali et al. (2016) found that, "five dimensions of higher education quality of service existed. Quality of service was associated to students' satisfaction and institutional image". The result was increased student devotion. While the subject of the education is applicable to the current education, the study findings were based on data from worldwide students at just 3 Malaysian public university campuses, while the present study will be bases on local students. Moreover, the study does not examine the aspect of student mobility as the effect of customer care services in universities as is envisaged for the present study.

Hoskins and Brown (2018) investigated the extent to which institutional petition consequences contributed to sustaining the "Liberal Arts College identity". The study was conducted on the principle that organizations, which cater for a trivial base of clients in the market, yet demand customer loyalty and satisfaction to an extent that was above the industry average. These colleges take advantage of their search for identity to enhance student experiences. Consequently, these colleges have established a niche in the higher education market that is unique and gives them competitive advantage. While the sentiments obtained in this study focus on the establishment of identity by

students in an institution, it does not provide a basis for the investigation of student mobility as is envisaged in the present study.

Regionally, Hinson et al. (2020) asserts that students are synonymous to university internal customers since they are entitled to receipt of teaching services at a fee. These customers can either be local or international. It is wrong for university to look at students' feedback as criticism and trying to argue against their customers. Poor service delivery results into complaints and eventually dissatisfaction that can lead to learners' exit from the institution. According to Hinson et al. (2020), internal and external customers on universities in Africa appear to be largely ignored (a reason for low levels of satisfaction). There is therefore need to a well-established customer care desks in institutions of higher learning in order to facilitate the delivery of these institutions mandate.

Verhoef et al. (2022) carried out a study to establish "students' perceptions of customer experience at the North-West University in South Africa." With use of Self-administered questionnaires on a sample of 1295 students, the study discovered that students on one campus showed much higher loyalty than their colleagues on two other campuses. The conclusions of the education further specified that university students had a positive perception of the professionalism among staff members, and were confident that their personal information had been handled in a secure manner. Moreover, students reported that they had experienced a high level of customer experience.

Locally, Nyaga (2018) looked at responses from foreign students enrolling in "Kenya at Christian universities". The study aimed to find out whether students were satisfied with their university experiences using a survey that was performed and cross-sectional data that was assembled. The education found a relationship between student characteristics and satisfaction using "Mann-Whitney U tests and Kruskal Wallis tests", as well as the factors of gender, age, location, and preferred accommodations. The findings showed different levels of satisfaction with younger students showing lesser satisfaction than their older counterparts; and female students showing lesser satisfaction than their male counterparts. Even though it is important to the latest study, this study ensures not equate satisfaction to student mobility as a causative factor, as it will be for the present education. This education intentions to assess how customer care services affect student mobility at private institutions in Nairobi County, Kenya.

According to Shabir and Shakeel (2021), clear communication is an essential customer care tool in universities. Transfer of thought and ideas to other people (communication) is very crucial in universities as a way of retaining their students. In the absence of good communication, poor customer care services can be inferred. Communication is a way of retaining students in the current world, be it either verbal or non-verbal. The teachers - students' relationship requires a lot of verbal and non-verbal means of communication.

Academic guidance is often provided by institutions of higher learning as customer care service. The college experience of a student is highly influenced by their ability to seek and find guidance from academic advisors. Academic advice is need by several university students in less developed countries since most of them are often ""first-generation college students in their family lineage. According to Petty (2014), "a first-generation student"is one who is taking further studies compared to their parents (for

instance, having to go to university when the parents did not achieve this)". Academic advice is very key for educational achievement of many "first-generation student's, as well as "non-first-generation students." Allen et al. (2013) argued that academic advice offers five crucial functions to college and university students. These functions include integration, referral, information, individuation, and shared responsibilities. This implies that about five advisors are needed to best guide a student. "Integration involves helping the students in connect their hypothetical, vocation, and life goals with their curricular choices" (Allen et al., 2013). Referral function of academic advising involves assisting students with college resources to solve academic challenges. This may include referring a student to a suitable tutor, lecturer or instructor for advice. Academic advising must also help students through provision of accurate information on their programme requirements. It also involves explaining institutional policies and elaboration of available opportunities such as scholarships, the process of registration and results classification. Students' advising calls for ability of the academic advisor to understand the student at a level of an individual (abilities, skills, talents and interests). Advising helps in sharing responsibilities with students. This is key in developing problem-solving skills among students. It also helps in building key decision making skills among students. Students are also able to be organized as they get to know how to develop academic student plans. According to Allen et al. (2013), "students most wanted accurate information about their programme (requirements), connectivity to career and assistance on choice of academic specializations (majors) through their academic advising." Another important aspect that was highly rated was, life goals and assistance with students' choice of academic specializations (majors). According to Allen et al. (2013), academic advising was more useful among particular categories of

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students especially, female and older students. Academic advising was also key among Asian American, African American and Hispanic students.

According to Merdian and Warrior (2015), non-verbal and verbal means of communication is very crucial and requires to be handled with a lot of care in the university setup. Students' behavior, education, and ethics are good indication of non-verbal and verbal communication. In many cases, students are not relaxed in front of their university lecturers and administrators. Therefore, non-verbal forms of communication within the university have a potential to damage the character of students and may result to depression.

Departmental support is also crucial among university students, just as important as faculty/staff relationships is to a student. In their study on types of advising among community college students, Allen et al. (2013) found that students who received departmental support had less likelihood of transferring from their initially enrolled institutions. As academic advisors proceed with their functions, the students should benefit with at least five aspects (in order to achieve both academic and individual success): integration, information, shared responsibilities, referrals and individuation. It is crucial for academic advisors to connect with students, learn their abilities, talents, skills and interest in order to be successful (Allen et al., 2013).

Increased customer satisfaction is a key ingredient in university administration for sustained student community. Agbor (2011) emphasized that in order for customers to continue consuming goods or services, it is imperative to attain the highest satisfaction as possible (compared to competition). In a university setting students tend to migrate

into other institutions when they perceive to receive low quality of services to their dissatisfaction. Dominating in the current market requires strong consumer relations which is achieved by outcompeting the opponents through delivery of high-quality products and services to the customers. Similarly, according to National Business Research Institute (2017), understanding consumer wants and needs, ascertaining how well their needs are satisfied and establishing standards of goods and services through research are some of the key things that are required in improving customer satisfaction.

Rosengard et al. (2014) asserted that customer service skills are crucial in keeping the customers and making them to come back (good marketing only help in making the initial sale). In the institutions of higher learning such as private universities, good customer services are crucial in retaining customers (who in this case are students). In the absence of good customer care services (even with good marketing skills), students would inevitably attempt to transfer into other institutions where they feel that quality customer care services are offered. Communication is crucial in the provision of good customer service. Communication is perceived as the ability to speak clearly and being understood. Most organizations ignore additional aspects of communication, including the ability to listen as well as the ability to empathize, despite their importance. Listening should be the first thing that good communicators must make before their speaking. It is wrong to assume that communication includes just transmission of message or the message itself. Communication is the exchange of understanding (mutually between the two involved parties). The process should originate from the receiver. Even in the institutions of higher learning such as universities, the functions of management (planning, directing, organizing, staffing and controlling) can only be

performed effectively through proper communication. University management that communicates effectively to students tend to be good in retaining them.

According to Grites (2013), new students in any institution of academic learning requires a huge collection of information to that to live a smooth life that is conducive for higher education. Customer care services are essential in making students comfortable. Such services make it possible for students to discover what they can do to help them in their learning endevour (for instance, knowledge of crucial places within the campus, understand the location of crucial resources - scholarships, bookshops, libraries as well as key services. In its provision of customer care services, the university can provide a detailed campus tour and information pamphlets to students.

According to Duta et al. (2015), effective communication between students and university management should be constant, guaranteeing smooth flow of information all the times. A very important component of communication that is often ignored is the feedback. Communication feedback is integral for any business communication. Feeback mechanism is more essential in large organizations involving several levels of hierarchy. The greater the number of levels, the more important it is to utilize the feedback mechanism. The process of directing and controlling as a management function is mostly dependent on communication. Communication gaps should be avoided at all costs in universities.

According to Daikh (2015), customer care services are very crucial in retaining students in institutions of higher learning amidst competition. Marketing concept explains that customer satisfaction creates customer loyalty whereby the consumer is likely to

consume goods and services more than once compared to those who are not satisfied. This implies that students who are not satisfied by customer care services in their institutions are likely to transfer into other institutions that are perceived to offer superior customer care services. The main objective of any institution should be to satisfy customers need and wants and to retain customers. It is expensive to serve new consumers than the regular ones. Customer relationship management calls for minimization of customer losses and increase in consumer retention. Previously satisfied customers assist the firm to lessen the rate of marketing.

"Education establishments such as universities are able to create more stable levels of sales due to customer loyalty" (Laroche et al., 2004). To guarantee tall degree of student satisfaction, Archakova (2013) describes, important parameters to be measured in an organization which includes verbal and non-verbal communication with the buyer, conducive environment for business, time taken to serve a customer and to respond to the customer in case of any need and customer security when accessing services."

Agbor (2011) explained that, "sympathy, time taken to respond to customer needs had significant relationship with quality of service and the satisfaction that the customers get. However, there was no significant relationship between reliability and satisfaction of customers and quality of service provided. On the other hand, there was a significant relationship between customer satisfaction and quality of service".

2.5 Student Engagement and Mobility

Student transfers between colleges has become an ever more important trend. This has been brought about by the expansion in post-secondary capacity and choice therefore

making student engagement significant in the conversation on institutional effectiveness. This is because student engagement evaluates direct student behaviour and its impact on the improvement of the educational experiences of student (Murphy & Stewart, 2017). Research studies have shown that student involvement in the institution helps mould student learning outcomes. Moreover, universities and higher learning institutions are obliged to progressively create a conducive environment for student engagement. This includes: involvement in curricular as well as co-curricular activities, adapting programmes and services to student needs, and cultivating a conducive environment that fosters student engagement and academic success (Zhao et al., 2005).

Student engagement, according to Murphy and Stewart (2017), refers to. "the amount of energy, time as well as effort invested by students in their studies. Moreover, sstudent engagement has also been characterized as major characteristic of high-quality education in institutions of higher learnin". . "This is for the reason that student engagement can serve the interests of several stakeholders across teaching along with learning, and impact upon institutional management," (Ashwin & McVitty, 2015).

Recent research established that there exists a positive correlation between student engagement and student outcomes as well as positively affect retention (McCormack et al., 2009; Murphy & Stewart, 2017). Nevertheless, because of differences in college choice and differences in the level of student engagement between colleges, it becomes essential to conduct research to examine the student transfers across universities in contexts such as the Kenyan one used in the present study.

According to Kuh (2009), engagement can also refer to the deliberate efforts by learning institutions to create environments that learning and development. In this regard, institutions must strive to provide environmental conditions that are rich with learning experiences aimed at developing critical thinking, creativity, social as well as academic engagement, as well as support students to embrace a global citizenship (Murphy & Stewart, 2017). Consequently, student engagement needs to involve student participation (Klemenčič, 2012) and the development of productive partnership (Healey et al. 2016). According to Klemenčič (2012), the level of participation ranges from access to consultation, to information and dialogue which consequently lead to the development of partnership.

For student engagement to take place effectively, the relevant institutions need to create a conducive environment through establishment of activities that enhance student engagement irrespective of the students' contextual or former experience with higher education (Murphy & Stewart, 2017). When this condition is met, student engagement gets connected with anticipated outcomes of higher education (Pascarella & Terenzini, 2005). With improved college access, students are able to make conscious choices regarding where to pursue their college education. Consequently, more students are now changing institutions at least once before they finish their degrees (Hossler et al., 2012).

Understanding the unique features of student transfers and matters involved in their unique college experiences and engagement levels is a matter central to research on student mobility as perceived for the current study. According to Simone (2014), the change of their academic environments, including academic, social, and personal

experiences of transferring students are likely to precipitate challenges. Issues such as students' inability to get through college have been posited as assumptions about transfer students (Tobolowsky & Cox, 2012). Studies have further suggested that some institutions of higher learning do not understand how to offer support to transfer students (Kirk-Kuwaye & Kirk-Kuwaye, 2007). "These factors also become crucial for the current study especially with regard to personal and institutional factors that motivate the transfer of students in the Kenyan private university context as will be considered in this study."

According to Cook (2012), transfer students are often ignored by college administrators because they are assumed not to add to graduation and retention rates. The reason for this is that indicators, such as academic scores, resilience, satisfaction, and gains made in educational outcomes run in tandem with engagement of student and all transfer students are affected by these factors (McCormick et al., 2009). The inability for host institutions to relate academic experiences and engagement in their previous institutions is a matter of concern (Murphy & Stewart, 2017). Although studies on student transfers often pay attention to such variables as the number of credits relocated, number of former institutions attended, and time between enrolments, student engagement and customer care practices have not been examined as significant variables. It is this gap in literature, especially within the context of African countries such as Kenya, which the present study seeks to close.

According to Denovan et al. (2020), "student engagement plays an important role in promoting learning and enhancing institutional effectiveness in universities". It is very crucial for universities to endeavor to develop a broad understanding of engagement

and more importantly, to undertake student engagement activities as a process with multi-dimensions. In particular, student engagement should be incorporated in all programmes in the universities.

According to Bowden et al. (2021), student engagement is a good way of attracting new students in an academic institution, especially private based institutions. It should be noted that it is very important to monitor the changing patterns and dimensions of engagement throughout students' academic life. Such a monitoring can be done using both quantitative and qualitative tools. In monitoring student engagement, both behavioral as well as attitudinal dimensions should be included. This approach is important in enabling institutions to accurately understand the nature of student engagement and their respective experiences.

The concept of student engagement in colleges therefore becomes an important variable to consider especially with regard to motivation to transfer. It has been noted that student engagement activities impact students differently so that some have a higher effect than others (Cook, 2012). Limited research has been conducted on how transfer students make their choices with regard to their level of engagement in college. While the role of student engagement is distinct for students who started and graduate from the similar institution, its role in stimulating students to transfer has not been seriously studies (Murphy & Stewart, 2017). It is in light of this need that the present study seeks to establish the link between student engagement and student mobility.

Tight (2020) concur that "students engagement plays a pivotal role in determining the extent of their satisfaction with the quality of education that they receive in universities.

Student who are not satisfied with the quality of education that they receive tend to be those who are less engaged in academic and non-academic matters by their institutions. Indeed, encouraging student engagement is key in achieving all the other educational processes among the first-year learners."

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According to Taylor and Wendy (2021), the engagement and involvement of students is important in controlling the unhealthy transfer of learners from one institution to another that could be detrimental to academic development. Institutions that work closely with students and engagement them in many activities have the advantage of retaining their students, in addition to gaining increased numbers from students who transfer from other institutions (Wang et al. 2021). Student connection during the various stages of academic period in an institution offers opportunities for solidifying the relationship between students and their institutions.

Faculty engagement is a good aspect of student engagement that has a great implication on universities ability to retain their pool of students. "Good faculty engagement is not only healthy for academic progress of students but also has ability to shape their social life" according to (Taylor & Wendy, 2021). A healthy faculty engagement comprises of players from various disciplines within the institutions (Taylor & Wendy, 2021).

In a study by Thomas (2012) that was based on evidence across seven higher education institutions in United Kingdom (UK), it was found that student engagement is one of the factors that influence student choice of remaining in their current institutions or to endeavor to transfer to other institutions. Students were observed to consider withdrawing their registration from institutions that were poor in student engagements.

According to Thomas (2012), improving student belonging is best achieved through increasing efforts that could enhance student engagement in academic education among institutions of higher learning.

In their indepth examination of student engagement as well as retention in honors programmes, Kampfe et al. (2016) argued that inclusion of students in honors programs is an important determinant for their liking of an academic institution and their ability to be retained. Student engagement requires proper coordination by departments that deal with students directly. Understanding the positive and negative impacts of student engagement on preference of being placed in particular universities and not the other is therefore timely.

2.6 Quality of Learning and Student Mobility

The aspect of quality pervades all aspects of the university. Presently, increased student mobility provides opportunity for universities to provide more inclusive and inspiring environment that functions to attract more students. As a result, we should witness enhanced quality of universities (Cañado, 2015). Therefore, mobile students should choose universities on the basis of the quality of university. Students consider education as an asset that increases their potential and provides opportunities for them to thrive in the labour market. Consequently, students engage their financial resources hoping to increase their chances for employment in the future" according to (van Bouwel & Veugelers, 2009). It is in this regard that mobile students choose to attend quality institutions which they hope will yield them higher returns in the future.

In this review, we examine the learning value in higher education institutions and its influence on student mobility. According to Luciano (2014), the quality of the curriculum constitutes the framework that seizes the sum total of the students' educational experiences including the university goals and objectives; learning content organization; pedagogic strategies; learning activities; exploitation of resources; spatial issues and assessment of achievement. According to McCowan (2018), quality in an institution of higher learning is characterized by elements of participation, practices and results. Hence, attention ought to be paid to the preliminary substructure and employees provided by these institutions. With regard to Kenyan higher education institutions, there are few measures of learning outcomes beyond the completion of the degree (McCowan, 2018).

According to Luciano (2014), "quality of education is directly related to students' mobility and enrolment in academic institutions. In the higher university sector, the quality of education is mostly linked with class size, effectiveness of assessment and availability of learning resources. Class size is computed as the number of students enrolled in a particular course or the number of learners that a teacher (lecturer) is responsible for. It is different from student to faculty ratio." The size of the class in higher education is considered as an important factor that determine the quality of learning and by extension, students' mobility (transfers from one institution to another).

According to McCowan (2018)," teaching skills, academic experience and level of commitment to teaching are also important aspects that significantly influence the quality of teaching and learning in universities. Students who feel that they miss a good

opportunity for high quality education tend to despise the learning institution where they are enrolled and eventually seek to transfer (when it is possible)."

Flores-Mavil (2014) examined the factors that determine execution and advancement of quality assurance procedures in universities. This comparative study examined higher learning institutions in South America and Europe. The study revealed that higher learning institutions adopted different pathways to improve their offers for learning, institutional image and pedagogic practices.

When exploring the aspects of student engagement among the first-year campus-based students enrolled in Australia, (Krause & Coates, 2008) defined seven aspects of students' engagement that are key to their retention in the universities. According to the study, "student engagement deals with the extent to which they are involved in activities of research (something that is also associated with the learning quality)." The extent in which students are involved in educationally matters that are closely associated with their learning outcomes is a key aspect of student engagement. First year student requires a lot of engagement in the course of their education and knowledge generation. From student engagement view point, quality learning is also dependent on the way the universities and its staff are involved in supporting conditions that inspire and reassure student involvement. Student engagement incorporate academic and non-academic/social aspects of their learning experiences. Proper student engagement includes an understanding of the nexus between students and the university as an institution. Universities are responsible for fashioning a conducive environment that make knowledge transfer possible, through student engagement. Students tend to

heighten their effort to transfer out of an institution that is characterized by absence of well guided student engagement activities.

According to Raghuram (2013), student mobility in higher learning institutions can arise as learners seek to be enrolled in institutions that are perceived to offer quality education. As students seed to be placed in universities where quality education is delivered, it is common to expect a phenomenon where students change from one academic institution to another. In some cases, this may compel a student in total assumption of a fresh move to undertake similar or related courses.

According to Clavel (2015), student mobility may constitute prospective opportunities to study outside their countries (usually with a perception that such institutions offer high quality education). Moreover, student mobility can also take place between institution and a country (inward) or out of an institution or a country (outward). In this case such mobility has also been described in terms of intra-national meaning within the confines of a nation and international being beyond the borders of a country.

Afful-Broni and Noi-Okwei (2010) investigated decisions of choice of university that were made by university students in Ghana. The study adopted a sample of 300 1st year undergraduate students that was selected through convenience sampling. The study findings showed clearly that the teaching quality was one of the reasons that students made a choice to join a particular university. In this regard, teaching quality may be well-thought-out as a universal reason that applies to all students irrespective of where they come from.

Regionally, Jones (2014) sought to determine academic views of institutional quality in the Republic of Somaliland in order to understand the purpose and framework for measuring quality in their system. The research was conducted in three universities in Somaliland. Using a study sample of 203 respondents, the study found that the overall qualification and training of lecturers was a restraining factor in the attainment of quality in higher education.

Similarly, Mbabazi (2013) investigated the quality in learning in higher education institutions in Rwanda. The study emphasized on students' learning and employability. Data was gathered from interviews with 74 lecturers, students and employees of universities. The study found that the absence of experience of deep approaches to learning by lecturers was the cause of limitations in learning and learning outcomes of students. Moreover, the study showed that the students were not well prepared for higher education. These studies clearly do not indicate the association between quality of education and student mobility as is envisaged in the present study.

In the Kenyan context, little effort was considered to evaluate the quality standards in Kenyan universities especially in the context of the current rapid growth in enrollment which has compromised quality. According to the World Bank (2019), the number of academic staff found in public universities has grown disproportionately to the number of students joining these universities. Consequently, universities lack suitable staff to teach and this negatively affects the quality of the learning in universities.

McCowan (2018) investigated the challenges higher learning institutions face in improving the quality of education. This study used interviews, observations and

documentary analysis to collect data in a three-year long study. The study identified three categories of obstacles to quality in Kenyan universities. These included: human and infrastructural resources, governance structures, and instructional practices. Evident from the literature reviewed above, the issues surrounding quality of education in institutions of higher learning are clearly exemplified. However, these studies are limited in their association of these quality characteristics to student mobility in universities. It is this gap in knowledge that the present study tries to fill.

Quality education refers to the kind of education that gives students the knowledge and skills they need for the job market. Alexander (2015) argued that in many instances, quality of learning education has even wider benefits including its potential to develop individuals in ways that help develop society more broadly. Students in institutions of higher learning often compete to get opportunities to study in universities that are known to offer quality higher education. A policy that is aimed at enhancing quality education should emphasize on student employability and the alleviation of labour shortages.

According to Yao-Chuan (2017), quality of learning is an important consideration that student make in choosing to remain in an academic institution or to transfer into another institution. Most student take campus image as a proxy for quality of learning. Campus image and quality of learning influences students' decision in remaining in an academic institution that they have been placed. Using a sample is international students studying in Taiwan with 210 students as respondents, it was found that, in the event the image is negative, most students make effort to transfer into institutions where the image is positive. Institutional image was observed to significantly influence on students'

choices of studying at Taiwan University. This study utilized the style of direct interview and questionnaire. Similarly, Saputro (2017) found that campus image significantly influenced students' decision in choosing a study institution as well as transferring away from an institution. Even though the product or brand of the university is largely unknown, students often choose their institutions through the image of the campus.

Mukwambo (2020) asserts that universities need to work hard in producing quality graduate who up to task in job market. Education system should be more inclined towards quality education delivery than just teaching. Proper education system in a university setup should also be able to guide a student on the soundness of various choices that can be made in the course of their career practice. Proper education system should instill qualities that can enable graduates to deliver when employed in various sectors of the economy. The system should also support those students who intend to employ themselves rather than be employed. Higher education among students should be a unique opportunity for gaining skills on how to make right choices in life. The outcome of higher education system should be graduates who are able to think critically. Institutions offering higher education should embrace good policies that support quality of learning among students.

In their investigation of factors affecting students' choice of higher education institution in Malaysia, Moorthy et al. (2019) found that quality of learning is a major factor that influence students' mobility among institutions in their search of quality education. University reputation was observed to have a strong influence and persuasive power on

student's University selection decisions since it was believed to be correlated with quality of learning.

Mbabazi (2013) asserted that availability and access to teaching and learning resources is considered paramount in influencing the quality of education in universities. Some of the key teaching and learning resources that are of immense significance in most institutions include libraries, classrooms or lecture halls, laboratories, computers/laptops, and other ICT-related devices. Investment in teaching and learning resources is responsible for increased students' enrolment in most institutions. Poor teaching and learning resources often result in massive transfers from institutions as students seek to be placed in institutions where there are superior resources. Overcrowding and resource constraints are the outcomes of universities that increases their student enrolment without a reciprocal increase in facilities' capacity.

Mwebi and Simatwa (2013) examined the growth of non-governmental higher learning institution in Kenya. The effect on quality of education on the rate of completion was studies (and vice versa). It was discovered that the rate of student registration in private university was low where the completion rate was perceived to be too high. In addition, the likelihood of transferring from privately owned higher learning institution was minimal where the completion rate was not high. Universities that are highly affected by transfers are those without the necessary resources for quality learning in higher institutions. These facilities include: libraries, play grounds, hostels, lecture halls, health facilities and laboratories.

Akinwumi (2008) explained that the quality of education in universities is threatened by the rising number of students' registration without the relative increment in the physical learning facilities. On the other hand, McCowan (2018) emphasized that, insufficient resources as well as personnel has contributed to poor quality of university education in Kenya. In addition, according to Ngolovoi (2008), over-working and lack of qualifications by some teaching staff is affecting the quality education offered in higher learning institutions.

Kimathi and Henry (2014) explained that facilities in Kenyan universities have failed to match the rising number of students registering. Lecture halls and office spaces are the most affected facilities. Due to this, private higher learning institutions had to advertise themselves as superior institutions in order to draw more students than the government universities who always admit many students in every academic year. Private higher learning institutions, are competing for students based on quality standards. Students in private universities pay a lot of fees. Therefore, it is the responsibility of the institution to offer quality education in order to justify the high fee they that they charge (Kara et al., 2016). On the other hand, Okwakol (2008) emphasized that majority of higher learning institutions lack physical learning resources such as classes, office, and library and laboratory spaces to provide conducive learning and teaching environment.

Alexander (2015) argues that excessive growth in enrolment has negative effects on the quality of education provided to students in universities. The teaching, learning and academic environment is negatively affected when many learners are supposed to share limited resources. In extreme cases, learners are assessed in a sub-standard manner with

some lecturers resorting into multiple choice tests, fill-in-the-blanks and short form answers as coping strategies to deal with huge population of students. When the workload is too much, most lecturers resort to delivering their teaching through more lectures and less student group work, research projects, individual or group presentations, laboratory sessions, in-class hands-on learning activities, field trips, role play, homework, case studies or dialogical interactions with students. In this context, lecturers are not able to identify struggling students, let alone schedule individual meetings with them in their teaching-learning process assistantship. Due to workload, overburdened lecturers reserve less time to engage in research or personal professional development, eventually lowering the quality of learning that they deliver.

Mwebi and Simatwa (2013) discovered that 55% of laboratory equipment in higher learning institutions were not in good state to conduct experiments, thereby compromising on the quality of learning in private institutions of higher learning. As a result of this, only half of the experiments were conducted. In addition, most universities had not embraced the use of computers to run their teaching activities and to store student's information. Furthermore, poor quality was attributed to lack of utilization of the digital age computer assisted learning, web connectivity and network learning in offering quality education in higher learning institution.

According to the Republic of Kenya (2006), discovered that the quality of teaching and research in university is highly affected by the quality and availability of learning material especially information technologies. Furthermore, there is no match between the increasing number of students in higher learning institution and the expansion of

physical resources and academic infrastructure. On the other hand, existing infrastructure in the universities are inadequate, broken and in bad state.

Only teaching staff with PhD should be allowed to conduct lectures in universities. According to Gogo (2010), quality of education is likely to be affected due to the lecturers' lack of competence. Most lecturers teach more than one university. Due to heavy workload, the lecturers are not able to deliver quality and are teaching students only to pass exams.

Oketch (2009) emphasized that some lecturers in the universities teach masters students yet they are not competent even in technical courses which requires experience to teach. On the other hand, staff retention is another challenge that is being overlooked in universities. Newly started higher learning institutions do not find it hard to get new teaching staff but once they are hired, they find it hard to retain them. Without permanent lecturers in the private universities, there will be no quality education. This is because the part time lecturer may leave for permanent jobs in other institutions and the university may end up employing unqualified teaching staff. In their bid for economic efficient, universities use less money while they generate more income (Odebero, 2010).

According to Aleshkovski et al. (2020), quality of education is one of the key factors that is considered by most university students in their choice of academic institution and in determining whether to remain in the chosen institution for a long time till the completion of their educational goals. Quality of education is a major indicator of student and institutional success, in higher education. Quality of education is a primary

indicator of institutional performance, especially in private universities. In order to survive in an environment where education is becoming expensive and hardly accessible to poor students, private universities are obliged to market themselves through their ability to offer high-notch education.

According to Kim et al. (2020), the concept of quality education among institutions of higher learning has never gained interest among the stakeholders more than the way it did after the outbreak of covid 19. Though there was massive disruption of academic programmes in most universities, institutions that were able to implement drastic transformation programmes that could enhance the quality of higher education (HE) delivery through online platforms actually benefited a lot. On the other hand, institutions that were rigid in their programmes and could not offer quality higher education ended up losing a lot of their students. It therefore means that quality education is highly related with the material digitalization process in institutions of higher learning/universities.

2.7 Students' Economic Status and Students' Mobility

The economic status of an individual does affect their making of decision. In the background of the present study, the economic status of an individual refers to their own or their family's an individual's or family's financial ability resulting from income and occupation (Choudaha & DeWit, 2015). This financial position is thought to perpetuate an individual's social class and will generally contribute to the transmission of cultural elements such as perceptive functioning, which contribute to commercial success. Offspring may also inherit social group memberships that enhance their income and ownership of property. It is this state of affairs that ensures children of

high-status families enjoy a superior education as compared to children of a lower status (Chiswick & Miller, 2011).

Family income may be described as the sum total of wages, salaries, profits and rents received by members of a family (Simiyu, 2001). Other sources of family income can also include monetary benefits from self-employment, social security schemes, retirement benefits, interests or dividends, royalties, trusts, or familial financial assistance. Family income may be described as relative or absolute. When income is absolute, the rate of consumption increases as the income level increases. However, this increase in consumption is not always the same as the increase in income (Keyenes, 1936). Relative income may be described as the sum total of a people or family's savings and expenditure in relation to their total income.

In an Evaluation Study at Bangladesh Open University, involving diploma students in Computer Science and Application Programme, Rashid et al. (2015) studied the status of students' enrolment, in the programme. Other aspects such as dropout and completion rates were also covered. The study was keen on the factors that attract or pull students from being enrol in the programme (making them dropout from partaking the programme). It was found that there were several push factors among students, especially their financial ability.

Income has been universally used as a measure of economic status of an individual in society. The Gini Coefficient has been used widely around the world to measure income inequality where a score of 0 suggests a perfect equality and 1 means perfect inequality (Choudaha & DeWit, 2015). According to Choudaha and DeWit (2015), low-income

earners concentrate on meeting immediate needs and they rarely strive to do not accrue wealth that could be inherited by their offspring. This situation perpetuates inequality. Conversely, families with higher incomes can build up resources and concentrate on meeting immediate needs, while also enjoying luxuries. According to Bjorklund and Jantti (2014), education is a neutralizer of this disparity since it provides an opportunity for persons from both income levels to acquire skills necessary for getting employed.

Lareau (2013) opines that socioeconomic status categorised into three groups: high, middle, and low. Three variables are considered when classifying families or individuals into these categories. These are income, education, and occupation. Moreover, there appears a nexus between low income and little education and variety of physical and mental health problems among the low-income group. According to Lareau (2013), middle class parents are able to use concerted cultivation, where they become active participants in their children's education as a means of developing a sense of power through active engagement. Further, Laureau (2013) suggests that those in low-income group rarely engage in the children's education actively resulting in a sense of constraint.

Globally, occupations are ranked in a hierarchy that places doctors, attorneys, chemical and engineers at the top of the hierarchy (Pillay, 2008). The reason is that these jobs are assigned a high status is because they involve more stimulating work and demand greater ability and control in their work conditions. Conversely, jobs with lower rankings such as catering, attendants, house helps cleaners, and loaders are less valued and earn less salaries while working in laborious and hazardous work environments.

According to Marmot (2014), inadequate resources contribute significantly in a student's decision making with regard to enrolment into university. Students in such circumstances are hesitant to be mobile because they fear losing financial support from beneficiaries or part-time employment. When such students receive financial support from funding institutions, the financial burden is somewhat alleviated and they are more able to settle down in studies (Marmot, 2014).

Low economic status of students bears significant influence on their decision to move from expensive institutions of higher learning to those of a lower calibre with less tuition fees. As noted by Mogambi (2013) the link between poverty and mobility is a complicated one and apart from influencing mobility, poverty seems to coexist with mobility. According to Marmot (2014), a significant number of students in mid-school year whose households were under the poverty line moved to other institutions. Results from the U.S Census in 2008-2009 confirmed this fact. Similarly, Ihrke et al. (2011) shows that 26.5% of poor people line moved while about ten per cent (11.7%) of people who live one hundred and fifty percent above the poverty line moved. These findings are informative to the current study since they provide a basis on which the concept of financial status affects choice and mobility. However, the researches cited above do not examine mobility in terms of local private universities as will be examined in his study.

A study by Schafft and Prins (2009) examined, through a review, a variety of empirical studies to determine residential mobility and student transiency in non-urban settings. The study dwelt on community setting in which transience happens. This assumed that many of the studies on this issue are analytically restricted by specific outcomes or the confines of the classroom or school. The research explored issues regarding the

movement of people in rural areas, where they moved to and what directed their decision to move. Based on empirical data on student transience in roughly three hundred upstate New York rural districts, (Schafft & Prins, 2009) found that the poorer the local area, the high the mobility. Schafft and Prins (2009) refer to "rural mobility sheds" to create an analogy with the manner in which several environmental forces and local topographical features relate to influence the amount as well as movement of water in the territory adjacent to a water body.

A good student's economic status was found to cause international mobility from institutions of low profile to institutions of high profile and expensive especially those ones in the developed countries such as Europe and U.S.A. For instance, a study by Choudaha and DeWit (2015) showed that there was an increase in contributions made by international students from $ 24 billion in 2013 to $ 27 billion in 2014 $27 billion dollars to the U.S.A economy. This growth in student population has been attributed to the entry of students from upper-middle-income economies as well as countries that provide their citizens with substantial scholarship in a national programme. Pull factors associated with incoming students include higher value of education, improved living surroundings and robust labour market demand which have acted as motivations for the expanded student mobility into the USA (Schafft et al., 2010).

According to Wiers-Jenssen (2011), countries with a high GDP tend to report having families with above average incomes. Conversely, students from poor countries have fewer families that earn above average incomes. This reality informs the reports given by students regarding parents having higher than average level of income that is additionally noticeable in high GDP countries. In distinction, fewer reports were made

by students indicating that their parents possessed high-income levels. This was associated with different incentives that influence short-term mobility in different universities.

Many studies have shown that students are becoming more aware of the cost of the money they invest when choosing to become internationally mobile (Anderson & Bhati, 2012; Clavel, 2015; Paton, 2014). According to Anderson and Bhati (2012), for instance, students consider price-related matters as more seriously than other factors impelling intercontinental students' selection of the university. Moreover, in the context of India, more students chose Singaporean institutions as a replacement for Australian ones since they found the fees to be lower in Singapore than it was in Australia. It was for this same reason that the number of international students choosing the UK decreased (Paton, 2014).

In Africa, there has been a significant change in context with regard to decisions that students make to study or work in foreign countries. However, the push factors have remained significantly the same over time (Fox, 2011). Those students with privileged access to funding that facilitates their study home or overseas also take several factors into consideration. In the African context, the quality of education is very important when considering entering university locally or abroad. However, the prospect of entering the global job market makes the choice to study abroad more lucrative to prospective students. However, "most students as well as their families cannot manage to pay for the fees along with costs of living charged by foreign universities and therefore if students do go overseas, rising numbers are going to bordering countries rather than to North America or Europe" (UNESCO Institute of Statistics, 2009: 39).

All factors remaining constant, the issue of cost influence students 'choice to study at home. However, when the supply of places in tertiary institutions is minimal, then those who are left out may choose to study abroad. Few empirical studies have attempted to examine the extent to which the capacity of higher learning institutions at home affects student outflows.

In a related study, Lee and Tan (1984) investigated the determinants of cross-country mobility of student between one hundred and three developing countries. The study established that surplus demand for post-secondary education was the most dominant factor. This surplus demand for places in tertiary institutions was measured by the proportion of secondary students desiring to enrol in higher institutions and the number of institutions available for them. The study further identified English-language skills, colonial links and per capita income were also significant factors in determining the movement of students. A similar finding was also made by Cummings (1984) who established that the proportion of the number of secondary institutions' learners to the secondary population age group showed a positive correlation with student mobility. Moreover, studies have demonstrated that children from little income families were less likely to enter a high-status college and that this phenomenon is spread across countries (Jerrim et al., 2015).

Kishun (2011) analysed developments in student mobility within the African continent. This baseline survey captured trends in Egypt, Botswana, Ethiopia, Kenya, Ghana, Mauritius, Tanzania, Nigeria, Mozambique, South Africa and Senegal. The study found that the growth of the tertiary education sector in African countries is hampered by both economic and systemic are faced by economic and systemic issues that make its growth

rather inhibited. The consequence thereof is limited funding results in a compromised quality of education in these countries. As a result of these compromised education standards, many students have opted to move from one country to another seeking quality education.

Kritz (2013) asserts that global student mobility has received little attention with regard to the movement of students from Africa. However, some studies have been carried out (Kritz, 2013; Sehoole, 2011; Wei, 2013) that examine push factors that stimulate students to study overseas. These include factors such as student perceptions of the low quality of education; lack of funding in the home country; high student/lecturer ratios; and the low worth attached to qualifications acquired from local institutions. According to Lee and Sehoole (2015), a significant number South African Development Cooperation (SADC) students studied in South African universities. In addition, Kritz (2013) shows that the majority of students in tertiary institutions in Africa study outside their home countries.

Locally, (Robson, 2012) asserts that university students' mobility has thrived in the face of exponential growth in the demand for higher education in East Africa. Despite political challenges and civil wars in some countries bordering Kenya, there has been momentous advance in higher education infrastructure. Njuguna and Itegi (2013) detected that Kenya plays host to a reasonable number of students from neighbouring countries. The researchers recommend the establishment of a structured and coordinated system to augment the advantages of cross-border higher education prospects for the country and the region. However, there is need to reconsider the pull factors that influence student's mobility across countries in the region. Njuguna and

Itegi (2013) further established several pull factors including flexible admission policies, inexpensive tuition fee, parental/sponsor preference, nearness to home, and simple immigration processes that motivated foreign students to study in Kenya.

According to Handel (2013), many community colleges enrol a plethora of students from low-income families who choose to transfer from institutions that charge higher tuition fee. Other categories of students who also do most transfers into low-cost community colleges include African American, Latino, and single parent students (Handel, 2013). This mobility trend is mainly attributed to the affordability of community colleges. According to Handel (2013), tuition and fees are in community colleges are approximately 36.2% less than the average four-year college.

Most parents ultimately make minimal investments for their children's education due to poor planning. According to Sallie-Mae (2014), just 38% of families affirm that they have a plan in place to cover the costs of all four years of college. Additionally, families that made financial plans for college spent 30% more than ones who didn't. Today's students and parents must deal with rising tuition costs, a sluggish economy, and employment rivalry. These are the explanations for why students are more likely to decide to transfer from more expensive colleges and attend a community college.

According to Millea et al. (2018), student spending habits can be an important component in a student's decision to transfer to another academic school. Their financial situation really plays a significant starting influence in selecting which schools they can seek enrollment and those they cannot. A lot of students' selections on which institution to attend for higher education and subsequent transfer requests are heavily

influenced by their search for scholarships and expectations of financial help. Students that excel academically in a program of study are rewarded with scholarships. The majority of scholarships are attractive to students from low- and middle-income households because of the financial advantages they offer.

In United States of America, Grites (2013) argued that the growth of the number of students transferring from community college can be attributed to the economic conditions, employment availability and the nature of education policies in place.

To compensate from wanting economic status among students, higher education institutions sometimes offer (either on itself or through third-parties) scholarships among students. Scholarships enhances the likelihood of students' success in higher education through tenacity, advancement, and likelihood of graduating within the right timing. Provision of targeted financial aid and scholarships to students facilitate their goals in a number of ways (Ganem & Manasse, 2011). In institutions of higher education, financial aid includes both need- and merit-based financial assistance. Financial aid may take the form of grants, scholarships loans and tuition waivers.

The review of literature made above, though pertinent to the present study, does not address the issues of students' economic status in relation to mobility. Moreover, the studies address international student mobility and do not address intranational mobility which will be the focus of the present study.

2.8 Course Completion Time and Students' Mobility

Students entering college are determined to take the whole course to completion. Apart from issues of diversity, many mobile students encounter challenges that sometimes

threaten their ability to complete their studies in time (Parker-Jenkins, 2016). Progressively, these challenges increase the time it takes students to complete academic programmes (Donnelly & Fitzmaurice, 2013). Massyn (2018) suggests the need for programmes designed for implementing the strategies that would enable more students to complete their studies within the allocated time.

Reports have shown that Denmark ranks highest in Europe with regard to student completion rates (Organization for Economic Cooperation and Development [OECD], 2011). Findings from a report by the European Commission report (2011), indicated that there was a significant gap in completion between bachelor's students and master's students. The higher completion rate among master's students therefore acted as an incentive to international students (OECD, 2011). Similarly, there was an increase in the completion rate in universities in the UK which showed a significant increase of 8% between 2005 and 2011. This growth may be attributed to fees concessions instituted in 2012 that were meant to ensure that no enrolled international students were left behind. The motivation for using this strategy was to develop institutions' ability to retain and improve completion rates among students, with specific focus on those from disadvantaged family backgrounds.

Various studies have examined the issue of completion of studies in relation to student factors as well as institutional factors. In this regard, retention, graduation, and transfer rates have been used efforts to determine student completion time. However, these measures are limited in the extent to which they evaluated student progress and degree course completion. According to Styger van Vuuren and Heymans (2014), the graduation students' graduation frequency, which was computed according to the percentage of students completing their studies on time, seemed to decrease among

undergraduate students and to increase among graduate students at universities in South Africa. Moreover, Letseka et al. (2009) affirm that seasonal factors may possibly lead to feigned decreases in graduation rates.

Bengesai and Paideya (2018) examined the nexus between timely graduation and academic and institutional factors for a group of students in the engineering department at a South African university. The study used a sample of 1595 students for the period of entry into the course to the completion eight years later. The study findings demonstrated that non-African students had a high propensity to finish their courses on time among students graduating from the Engineering programme. The results also indicated that, "in 2005, 37% of master's students and 59% of doctoral students in South Arica were on-going students without the authenticity records on when they were to complete their studies". These results of the study further suggested the need for universities to consider academic support and financial aid provision.

Locally, Kenya has established the graduation standard of 20% completion rate for doctoral students, which means that every group of doctoral students should have at least 20% graduate within the three years recommended (Barasa & Omulando, 2018). In their study on the completion rate of doctoral studies in Kenyan universities, Barasa and Omulando (2018) indicate that the current national average for students graduating with doctoral degrees is 11 per cent who completed their studies in six years instead of three. In addition to funding, other challenges related to the student's life circumstances included the family responsibilities the students had as employees and as parents. This constrained their time as well as resources that could be positioned to their PhD training.

Ng'ethe et al. (2012) investigated the influence of leadership style, remuneration, training, promotion and the regulating effect of individual characteristics on academic staff retaining in public universities. "Using a survey design, the study ascribed the problems of completion to factors such as student funding, insufficient support facilities and programmes for graduate students." Moreover, the students felt that lack of flexibility in academic programmes did not provide for their needs. Though relevant to the present study, the review of regional and local literature reveals the lack of attention on issues regarding student mobility and completion rate. While completion rate has been identified as being affected by several personal and institutional factors, the studies fall short in indicating how completion rate affects student mobility between universities in Kenya.

Mwebi and Simatwa (2013) examined the growth of non-governmental higher learning institution in Kenya. The effect on quality of education on the rate of completion was studies (and vice versa). It was discovered that the rate of student registration in private university was low where the completion rate was perceived to be too high. In addition, the likelihood of transferring from privately owned higher learning institution was minimal where the completion rate was not high. Universities that are highly affected by transfers are those without the necessary resources for quality learning in higher institutions. These facilities include: libraries, play grounds, hostels, lecture halls, health facilities and laboratories.

Many studies have explored several factors that affect students' University selection choices and their decision-making process. Many factors have been documented and explored to evaluate their contribution to student choice of Universities and Colleges.

Abdijabbar (2018) demonstrated that course completion time is a key factor that influence student university choices among other factors such as personal aspiration, performance at universities and external factors (marketing efforts by university). Course completion time is positively related with university attendance choice.

The review made in this sub section has proven inadequate in providing direction on how to improve student progress and degree completion. The issues cited have only examined full-time students and only investigated retaining as well as graduation within the institution in which a student 1st enrolled. The issues regarding transfer students are not dealt with leaving a gap that the present study seeks to fill. The intent of this study will be to investigate the influence of course completion time on student mobility in private universities in Kenya.

2.9 Government Policies and Students' Mobility

According to Kwon (2013), during the past few decades, university internationalization has become a key concern for both rich and developing nations. The higher education sector in South Korea, a nation that is developing quickly, has seen significant shift. The population of incoming international students enrolling in Korean universities has increased drastically since 2005, according to available data, partly as a result of the South Korean government's higher education plan and economic development stages. Though the population of international students enrolling in Korean universities is relatively modest in comparison with other Western and Asian countries, it is considerable. In response to these views, the Korean government's recent regulations and Korean universities' efforts to promote internationalize.

In his study on the financial implications of foreign students' mobility in the globalization process, Levent (2016) stated that many nations across the globe are making huge economic commitments in order to become an international student's attraction. Surviving in the worldwide education market, on the other hand, is contingent on certain parameters being met. For particular, all aspects related with overseas schooling, such as tuition rates, living expenditures, foreign language expertise, educational quality, visa processes, lodging, and employment chances, must be considered. In other words, nations that wish to expand the foreign student population must update their economic policies and develop ideal step in response to current changes.

In the first decade of the twenty-first century, a number of nations attracted international student into enrolling in their education systems through numerous programmes and policies. According to Geddie (2015), in his study on governance policies on mobilities in the quest for talent, most governments' endeavored to raise the number of foreign students and profit associated with their education through comparative policy tools on their higher education sectors and immigration laws. With reference to the international students' policies in Canada and the UK (between year 2000 to 2010), the study noted that a competitive process where students were attracted to migrate into foreign countries for higher education. International student mobility was found as an initiatives to move from one geographical location to another in search of higher education.

According to Farrugia and Bhandari (2020), international students who enroll in higher education in foreign countries have globally risen significantly in the last three decades (to 3.5 million in 2016, up from 0.8 million in 1975). The reason for this increase can

be attributed to several factors including increase in demand for university education, search for prestigious institutions, international policies that encourage student mobility across countries, lower cost of international transportation and labour mobility across countries. Furthermore, most governments and institutions have increased their interest in promoting higher education (even across countries). Countries stand to raise revenue through international students. Through international student mobility, some countries aim at increasing their pool of skilled labour.

On the issue of changing mobility, policy concerns, and new initiatives, other governments have far more recently entered the student market, despite the fact that Western nations have always attracted a sizable number of international students (Geddie, 2015). China and Russia are two examples, each of which registered 10% and 6% of the world's international students in 2017. (Project Atlas, 2017). The newest players in international student mobility mark a shift away from traditional Western host governments that accept students from all around the world to include countries that mostly draw from regional bases. In comparison to Russian students, who come from seven of the top ten countries of origin, six of the top ten countries of origin for Chinese students are in Asia. These regional mobility patterns are impacted by things like physical proximity, historical relationships, and cultural affinities, as well as concerted national or regional initiatives to forge connections through student movement. The key variables that affect the flow of international students are the desire to obtain employable skills in a global context, quality, and capacity. Compared to Russian students, who come from seven of the top ten countries of origin, six of the top ten countries of origin for Chinese students are in Asia (Farrugia & Bhandari, 2016). Physical proximity, historical connections, cultural affinity, as well as coordinated

national or regional efforts to create interconnections through student mobility, all have an impact on these regional mobility patterns. These regional mobility patterns are influenced by factors including physical closeness, historical links, and cultural affinities, as well as coordinated national or regional attempts to develop linkages through student mobility. The desire to acquire employable skills in a global environment, quality, and capacity are the main factors that influence the flow of foreign students. According to the article, policies to increase student mobility come in a variety of shapes and sizes, from those of sending countries that financially sponsor their students to study abroad, to those of host countries that set data to calculate to continue increasing the number of international students in their country, to bilateral initiatives that seek to forge closer ties between nations (British Council & DAAD, 2014; Teichler et al., 2011). Government engagement in student exchange has a variety of purposes, such as fostering cultural diplomacy ("soft power"), enhancing a nation's human capital and innovative potential, and offering development assistance.

2.10 Theoretical Framework

This study was guided by the Human Capital Theory, Tinto's Integration Theory as well as the Push – Pull model. While the human capital theory was used to explain the motivation for mobility among university students, the Push-Pull model helped to explain the choices made by students in their quest to transfer from one college to another.

2.10.1 Human Capital Theory

The human capital theory was propounded by (Becker, 1993). The theory proposes that the comfort of a society depends on its accumulation of labour, financial capital and natural resources including the skills knowledge of persons that comprise that society. Furthermore, the theory proposes that an increase in knowledge and skills has the

capacity to improve economic consequences for individuals and the society. This notion of knowledge and skills bearing greater outcomes, both socially and economically, is highly held in modern societies. Consequently, education is regarded as a basic component of the human capital theory that results in a learner's satisfaction.

Hence, human capital has been envisioned as is the fundamental stimulus for the study of international migration where education functions as a prerequisite for higher life opportunities. This theory further suggests that investment in human beings is perhaps the best capital investment that any individual can make. The theory also suggests that people migrate to improve their lives. It is this same motivation that drives people to invest in education and vocational training. The outcome of this investment is enhanced individual human capital and prospects for future gains. Hence, the decision to migrate is borne from a calculation of costs and benefits accruing from earnings made in migration (Castles & Miller, 2003).

The human capital theory claims that people require to be highly educated so as to get highly paid jobs. Consequently, the decision to migrate for educational purposes is governed by the need to raise an individual's human capital. The application of this theory to the present study is that student movement from a single university to another can be viewed as a strategy to not only improve one's human capital but also a way to stunned individual and familial constraints that result in a feeling of inadequacy. It is for this reason that individual students carry the burden of achieving higher education as a way of increasing their chances in future. The desire to attend high-quality institutions is built on the assumption that their investment will yield higher returns in future. In this regard, the human capital theory gives a viewpoint in which the worth of

students' choices can be judged. Universities must therefore put more emphasis on quality of learning, be effective in their customer care services and guarantee guardians/parents on optimized costs. Universities also need to offer motivating courses with guaranteed completion times.

2.10.2 The Push-Pull Model

The Push-Pull Model was used to explain the motivation behind student choices to study abroad. The model suggests that there are push factors that propel the student towards making mobility choices; and pull factors that attract the student towards the transfer destination. The model has been used to comprehend the movement of worldwide students and the incentive to make decisions on country or institution of study abroad (Chen, 2007). Because individual students may respond differently to push and pull factors, researchers have developed more complex conceptual paradigms of international student choice. This research employs the push-pull model within its theoretical framework because it helps in categorising the motivating factors behind the choice to study at alternative campuses within Kenya. The triangulation of these two theories is hoped to provide a more comprehensive theoretical foundation upon which the issues targeted for this study will be analysed and determined. This study is particularly grounded on this theory for it cuts across all the determinants as contributors of student mobility.

2.10.3 Tinto's Integration Theory

The integration theory is perhaps one of the most important in explaining the concept of student transfer. The Integration theory was propounded by Tinto (1987, 1993). He classifies leaving behaviour into four categories including: voluntary withdrawal, academic failure, transfer, permanent and temporary dropout (Tinto, 1975). The basic

supposition of Tinto's theory is that the more the students are involved and integrated into their college life and academic activities, the longer they stay at that college. The extent of involvement is based on individual student characteristics, academic objectives, and the choice of institution to attend. Tinto further asserted that that failure rates were a direct result of an interface between student factors and institutional factors. As a result, the students' intention to transfer will depend on how successfully they fitted into the institutional system that it does with academic preparation.

Moreover, student entry characteristics become determinants of the student's ability to interact with the institution. These factors include the student's socioeconomic status, the extent of family support, lucidity of objective for learning, among other values (Tinto, 1993). When these individual student characteristics do not match with the institutional characteristics, then conflict sets in and students opt to leave the institution. Hence, Tinto identified three common explanations behind student departure. These include "academic problems, inability to integrate socially and intellectually, and a low commitment level" (Tinto, 1993). Tinto's theory of student departure is applicable to understanding student disparities within and between transfer student assemblies due to its utility in understanding the motives for transfer and for the reason that it aims at academic and social integration as condition for the success of student. The theoretical framework debated above advocates appropriate concepts and common concepts that guides the research on student mobility.

2. 11 Conceptual Framework

This study's conceptual framework was based on the analysis of the relationship between determinants (independent variables) and students' mobility in institutions of higher learning as the dependent variable.

Figure 2.1

Conceptual framework

Student's economic status
• Amount of fees
• Occupation of parents
• Incomes levels

Student engagement
• Academic level
• Collaborative and active learning
• Student-faculty interaction
• Experiences in campus

Completion time
• Time required to finish a course
• Completion rate

Customer care service
• Student-centered services
• Other customer care services

Quality services
• Quality of curriculum
• Qualification of teaching staff
• Pedagogy employed
• Lerning facilities

Independent variables

Mobility of students in private universities
• Comfortable with mobility
• Not comfortable with mobility

Dependent variable

Intervening variable
• Government policy
• Institutional policy

2.11.1 Description of Variables

Student's economic situation, which includes measures such as poverty levels, family income, (absolute or relative income), will, in one way or another, influence student mobility. Where a student's economic status tends to be good or adequate or parents are well salaried and have the need to improve learning of their children, student mobility would tend to take preference since they want them to study in expensive or other universities. Likewise, if the quality of learning in a given university increases, students will tend to remain there and complete their studies or if otherwise, they would tend to move to private universities with good reputation on quality learning. Course Completion time is a factor to consider whether a student stick in a private university. A university where a student is likely to complete early will tend to make the student not become mobile. If the students are engaged, they will tend to own the university hence there will be lower mobility. Activities such as co-curricular activities tend to keep students in a university. Where the students expect to take the shortest time in university, they will tend to complete there with little or no mobility. Good customer service tends to favour students. Students will feel appreciated and not become mobile. They will complete their studies in the university.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology to be utilized in implementing the study. Specifically, the chapter presents the study location, sample size, target population, research design, research instruments, piloting of the research instruments, procedures for collection as well as analysis of data. The chapter finalizes by highlighting the ethical issues which were observed keenly during the study.

3.2 Location of the Study

This study was conducted in Nairobi County which is the most populous of the Kenyan 47 counties. It is contained with the Nairobi city which forms the Kenya's capital city. Nairobi County which was founded in 2013 bear's similar boundaries as Nairobi Province, after the eight provinces of Kenya were sectioned into forty-seven counties. The choice of this location for the current study was based on the fact that Nairobi hosts many of the chartered universities in Kenya (both public and private) as well as satellite colleges for all public universities not hosed in Nairobi. Moreover, Nairobi has a cosmopolitan population that allows a mix of students from varied backgrounds and cultures.

3.3 Research Philosophy

This study employed a positivist research philosophy as postulated by Creswell (2014). This paradigm assume that the study variables were relatively stable and could allow a moment to objectively be analyzed (using descriptive and inferential statistics). The study made assumption that the student mobility phenomenon was possible to be understood even without manipulation of selected independent variables in establishing

the applicable relationships. This concurs with the positivists believe about "reality of things" in a scientific study (Creswell, 2009).

3.4 Research Design

Research design was defined by Creswell (2013) as the strategy for carrying out a study (Pasick et al., 2009). The current study adopted the mixed methods design as the framework of the current study. Mixed methods research provides or the gathering and analysis of both quantitative and qualitative data (Creswell, 2013). The grouping of the two approaches offers an improved understanding of the research problem as compared to when each is approach separately as noted by (Creswell & Clark, 2006). In the context of the proposed study, the quantitative and qualitative data were collated so as to give an inclusive analysis of the research data and, consequently, the research problem as much as possible. This was achieved through the researcher collecting both categories of data concurrently throughout the research and an overall analysis of the results done (Creswell, 2003).

Specifically, the research pursued the triangulation design of mixed methods: The triangulation method is normally adopted in proving the reliability of a specified research tool and to verify the obtained data's validity (Simons, 2009). In this situation, the quantitative approach was employed to the 1st portion of the research for the fact that it's greater for purposes of descriptive, while the qualitative approach was exploited in enhancing and clarifying the findings of quantitative research. Therefore, the common themes were explored during both qualitative and quantitative inquiry, for instance, the incentives of student mobility; views concerning education system of university; assessment of components of research process; and internal competitiveness

of Kenyan universities. Considering the research problem of this thesis, both quantitative and qualitative methods were considered for application.

3.5 Study Population

The study target population consisted of all the 26 private universities students in Nairobi County, Kenya. The accessible population comprised of all registered students who were currently enrolled at, and registered to take courses offered private universities (in their main location or through their partner. The registered students included both on-site and distance learning students' clients enrolled for courses. The choice of private universities (instead of public universities) was justified because of the recent high number of inter-universities transfers through KUCCPS. The choice of Nairobi County (among the 47 counties in Kenya) was justified because it has the highest representation of private universities in Kenya.

3.6 Sampling Technique and Sample Size

Sampling refers to that process of choosing a section from a defined population with the intention of having units that are representative of the whole population under study. Because it was difficult to track down all students who have transferred between one institution and another, sampling was inevitable. The target population included the students with tertiary level education who have enrolled for higher education across one or two private universities through the existing KUCCPS transfer processes.

This study employed a multi-stage sampling procedure in arriving at a representative sample of private university student respondents. A three-stage sampling technique was adopted. During the first stage, Nairobi County was purposively selected. During the second stage, stratified sampling was used in categorizing the private universities into

three strata (private, faith-based and church-sponsored). During the last stage, simple random sampling was used in selecting the specific students who participated in the study. Simple random sampling was facilitated by a sampling frame that was provided by the registrars of respective universities.

Specifically, the study targeted private universities because of the flexible student recruitment procedures that allow them to accept students more easily than public universities would. There are 26 private universities in Nairobi County. Since the study was interested in student mobility, the researcher conjectures it was easier to encounter transfer students in private campuses than in the public ones. Hence, the study attempted to have a representative sample of these universities. Table 3.1 presents the sampling frame for universities.

Table 3.1

Distribution of sample size across the different categories of private universities

Categories of universities	Total number of universities	Sampled number of universities	Proportion percent	Sample size
Faith based	6	2	23.1%	42
Church	9	3	34.6%	62
Private	11	4	42.3%	76
Total	26	9	100.0%	180

The researcher further used stratified sampling technique to group the universities into three categories. In order to stratify the target population, the researcher divided

universities into subgroups called strata based on characteristics that they share these have been divided into 3 depending on the category of sponsorship for the university.

In order to get the sample of student, simple random sampling was used. Simple random sampling involves selection of study subjects (sample) from a population where each element of the population stands a chance of being selected (Easton et al., 1997).

3.7 Data Collection Instruments

The study collected both secondary and primary data. According to Kumar (2011), the most frequently employed tools are questionnaires, interview schedules, standardized tests and observational forms. Primary data was sourced from self- administered questionnaires (distributed to students). The university registrars were interviewed. Secondary data was sourced from documents and artefacts on transfer student statuses as well as on various variables considered as explanatory variable in this study. A brief description of each tool is provided below.

3.6.1 Questionnaire
Questionnaires are a useful data collection tool when conducting a survey. This is because questionnaires are generally cheaper and quicker to administer particularly if the sample is huge and extensively dispersed (Mathers et al., 2009). A questionnaire for students was constructed. The student questionnaire contained three sections. In first section (Section A), the respondents were required to provide their bio data that could capture details of their personal information. Section B had six subsections. The first section had questions relating to economic status of the student and its influence on mobility; the second solicited information on student engagement practices and mobility; the third captured details on completion rate and mobility; while the fourth

solicited information on customer service and mobility. The fifth had questions on

quality of learning and the sixth had questions on government policies. These questions

included Likert-scale category questions and closed questions. The closed questions

sought to capture facts about the study variables and mobility, while the Likert-scale

type questions sought to elicit information regarding student opinions about the extent

of cause-effect relation between the dependent and independent variables. A 5-point

Likert scale questionnaire in which 1= strongly disagree, 2= disagree, 3= neutral, 4=

agree and 5= strongly agree was adopted. Section C contained open questions that

sought clarification on issues pertinent to mobility but not captured in the study

variable. These issues were respondent specific and informed the study findings further.

3.6.2 Interview guide
The researcher used a face-to-face interview guide for the registrar. The researcher

solicited answers to questions provided on the interview schedule. This enabled both

the respondent and the researcher to expound and comprehend the research problem

extra comprehensively (Borg & Gall, 2008). The interview guide consisted of open

questions depending on the study objectives. These questions probed the registrar

knowledge of the institutional determinants for mobility in and out of the institutions.

Open questions allowed for freer expression and detailed explanation of the issues

under question. Opinions were also expressed on the determinants of students' choice

of mobility from one private university to another.

3.8 Validity and Reliability of the Instruments

In qualitative research, it is vital to subjectively contextualise and interpret data to

reduce the incidence of scrutiny and questioning. Therefore, it is important that

researchers make efforts to ensure the reliability and validity of their research findings (Cypress, 2017).

3.8.1 Validity of the Instruments

Validity refers to the inferences' accurateness and meaningfulness (Crowther & Lancaster, 2012) depending on the findings of the research study. Validity also defines as the degree at which the study findings epitomise the facts being investigated. According to Crowther and Lancaster (2012), an instrument's validity is realised through skilful judgement. The current study used content validity since it measures the level to which the items' sample signifies the content that the study seeks to measure. Cooper and Schindler (2008) asserted that content validity is the degree at which the tool for data collection provide sufficient analysis of the research question. The research supervisor (and other subject matter experts) were consulted for advice on how to improve the content and construct validity of the tool.

3.8.2 Reliability of the Instruments

Hanson et al. (2015) define research instrument reliability as its level of interior steadiness or stability at a specific period of time. A reliable/dependable instrument is therefore one that continually yields the same outcomes when employed more than once to gather data from the sample drawn randomly from the equivalent population and over a time. While reliability can be measured severally, the Item alpha reliability and split-half reliability was used in the current study to measure the consistency internally of the items in the questionnaire. The instruments were administered once to the pilot group and the split-half reliability measure was derived from the correlation drawn between scores based on the first half of items on the questionnaire and the second half of the items on the questionnaire (Al-Hemyari, 2018). The researcher administered the

questionnaire to the pilot sample and obtain scores that will be analyzed for reliability. A correlation test was carried out with the use of the Cronbach's alpha, a reliability coefficient of 0.7 or above was indicative of a reliable instrument and a constructive association between the independent variables and dependent variable (Mugenda & Mugenda, 2003).

3.9 Pilot of the Instruments

Piloting of the instruments is essential for studies such as the current one. In the pilot phase, the questionnaire was administered to a number of respondents who have same characteristics to those being examined in the authentic research (Bryman, 2013). To establish the research instruments' reliability as well as validity, the researcher piloted the instruments on five university students not in the sample. These students were selected from a university not in the sample. The research instruments were administered on the students and the Registrar of the university.

3.10 Data Collection Procedure

According to Borg and Gall (2008), data collection is the collation of empirical evidence so as to obtain new intuitions into the study and respond to all the research questions of the research. Borg and Gall (2008) explained that data collection involves amalgamating the research design into data collection tools with the purpose of assembling data that meets objectives of the research. Data collection may also entail training of research assistants to help in collection of data. This process guarantees that booboos and favouritisms are evaded and ascertains uniformity in the way data will be collected (Mugenda & Mugenda, 2003). Each interview will be recorded with the use of two recording devices and the data will be transliterated.

Before the commencement of the study, a letter of introduction was sought from Kenya Methodist University. This letter was utilized in obtaining a research permit from the National Commission of Science, Technology and Innovations (NACOSTI). The research permit facilitated the acquisition of local authorization in various universities. The researcher personally administered the questionnaires. Since the questionnaires were self-administered, the researcher picked the questionnaires after duration of one week.

3.11 Methods of Data Analysis

To determine if student mobility is affected by determinants relating to individuals or institutions they move to or from, or whether these determinants are partially contributing to upcoming mobility behaviour, the research instruments are required to include both quantitative tools (to 'measure' change) and qualitative tools (to comprehend and clarify what causes and resulted from that change). The Statistical Package for Social Sciences (SPSS Version 25.0) aided in the computation and analysis of data.

3.11.1 Analysis of Quantitative Data

The data assembled was sorted according to variables considered in the study. Initially, the data was subjected to a completeness check and identification of errors. Afterwards, the data was coded. The researcher then analysed the data with the use of Statistical Package for Social Sciences (SPSS) Version 25.0. Descriptive statistics such as, mean, percentage were exploited in the data analysis. Results were illustrated using tables as well as graphs. Inferential statistics such as regression and the correlation coefficients were conducted to find out the relationship between the variables (independent and dependent variables).

To be able to establish the causal relationship between personal and institutional determinants and student mobility, a binary logistic regression analysis was exploited in determining the association level of the different set of variables (Hair et al., 2010). This research employed a binary logistic regression analysis since the dependent variable (students' mobility in private universities) was captured as a dummy variable, that is, willingness to transfer (coded as 1) and non-willingness to transfer (coded as 0). T-test was used in order to understand the magnitude of the difference in students' rating of selected factors (student's economic status, quality of learning, customer care services and course completion time) among students willing and those not willing to transfer.

3.11.1 Binary logistic regression

Binary logistic regression modeling was used to assess the influence of certain factors on students willing and those not willing to transfer. Binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary.

Modeling of binary response variable is supported through binary logistic regression (Midi et al., 2010; Tranmer & Elliot, 2008). Binary logistic regression is applicable where the independent variable(s) is either numerical or categorical. Assume a dependent variable (Y) that takes the form of binary response. Therefore, it is assumed that $P(Y = 1)$ is dependent on a vector of predictor values. $\bar{x}$. This can be modelled as shown in Equation 3.1.

$$p(\bar{x}) \equiv P(Y = 1 \mid \bar{x}) \quad \text{Equation 3.1}$$

Considering that Y is binary, then $p(\bar{x})$ can be modelled as $E(Y \mid \bar{x})$ (just like in ordinary least square regression, assuming a numerical response).

$p(\bar{x})$ can be modelled as a linear function of Y as shown in Equation 3.2.

$$p(\bar{x}) = \frac{\exp(\beta_0 + \beta_1 x_1 + ... + \beta_p x_p)}{1 + \exp(\beta_0 + \beta_1 x_1 + ... + \beta_p x_p)}$$

Equation 3.2

where $x_1, ..., x_p$ are a vector of independent variables whereas the depedent variable is a transformed and constructed variables.

Notice that $\log\left(\dfrac{p(\bar{x})}{1 - p(\bar{x})}\right) = \beta_0 + \beta_1 x_1 + ... + \beta_p x_p$.

Additionally, $\log(p(\bar{x})/[1 - p(\bar{x})])$ is referred to as the *logit*. The logit model is a linear predictor of Y. Therefore, $\hat{\beta}_0 + \hat{\beta}_1 x_1 + ... + \hat{\beta}_p x_p$ correspond with the estimate of $p(\bar{x})$ and lies between 0 and 1.

The coefficients, $\beta_0, \beta_1, ..., \beta_p$ (also known as unknown parameters) can be estimated through maximizing the likelihood,

$$\prod_{i=1}^{n} \left\{ p(\bar{x})^{y_i} [1 - p(\bar{x}_i)]^{1 - y_i} \right\},$$

Equation 3.3

which is synonymous to an expression below

$$P(Y_1 = y_1, ..., Y_n = y_n \mid \bar{x}_1, ..., \bar{x}_n).$$ Equation 3.4

3.11.2 Independent samples t-test

This study made use independent samples t-test in determining the differences between students' rating of selected factors (customer care services, quality of learning, students' engagement, student's economic status, and course completion time and government policies) among students willing and those not willing to transfer. The

choice of independent samples t-test was justified owing to its suitability of mean comparison among two groups.

Independent samples t-test is implemented under the assumptions of normality of dependent variable, independence among the two groups (including the variance), independence of all observations from each other. The dependent variables must be measured on either interval or ratio scale for the independent sample t-test to run. The standard deviation for the independent sample t-test is achieved through the following formula:

$$S = \sqrt{\frac{\sum(X_1 - \overline{X}_2)^2 + \sum(X_2 - \overline{X}_2)^2}{n_1 + n_2 - 2}}$$

Equation 3.5

The value of the independent sample t-test is calculated by using the following formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S} \cdot \sqrt{\frac{n_1 n_2}{n_1 + n_2}}$$

Equation 36

Degree of freedom is computed through the formula: $V = n_1 + n_2 - 2$ in independent sample t-test where V= degree of freedom and N1+N2= number of observations in both samples of the independent sample t-test.

During hypothesis testing, a decision on whether or not the two-population means are identical is made. Technically, the calculated values are compared with the critical values (tabulated values). In the event the calculated value is larger than the tabulated value, null hypothesis is rejected (leading to a conclusion that the two group means are actually different). If the calculated value is less than the critical value, then the two group means are concluded to be the similar (not different).

3.11.2 Analysis of Qualitative Data

In this study, the qualitative data was sought from the interviews. The data was transcribed and coded. Coding was used to organize the raw data in order to identify key patterns, positions, and recurring circumstances. The coded data was then be ordered thematically following the study variables namely: customer care services, quality of learning, students' engagement, student's economic status, and course completion time and government policies. Data analysis drew from the conjunction and probable inconsistencies of the combined study narrative accumulated from researcher observations, interviews, and document. The data collected through interviews, observation, and researcher journal notes was summarized after interpretation to evolving themes reflecting the study partakers' voices.

3.12 Ethical Considerations

The researcher adopted all research ethics that aided in achieving the set study objectives. In this case, the researcher provided the respondents with letter of introduction from Kenya Methodist University (KeMU) and the National Commission for Science, Technology and innovations (NACOSTI) which was used for local approval to carry out the study. The researcher provided all respondents assurance of the privacy and confidentiality of the study through a cover letter. Specifically, the respondents were not necessitated to indicate their names on the questionnaire. This helped in soliciting valid information on the determinants of student mobility in institutions of higher learning.

Respondents also signed a consent form to show that they were willing or unwilling to take part in the study. Further, the questionnaire did not include any personal identification of specific participants. Authorization to carry out the study was acquired

from all appropriate authorities and clearance attained from all suitable institutions. Specifically, an introduction letter was sought from Kenya Methodist University. An introduction letter was utilized in applying for a research certification from the National Commission of Science, Technology and Innovations (NACOSTI). All sources of information regarding the study variables were acknowledged using American Psychological Association (APA) referencing system.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This research analysed the determinants for mobility of students in private universities in Nairobi County, Kenya. This chapter presents the results, interpretation and discussion of the findings of the study along the objectives of the study. The chapter begins with a discussion of the general characteristics of the sampled respondents (students and registrars in private universities in Nairobi, Kenya. Also discussed include the effect of customer care services, student engagement, quality of learning, student's economic status and course completion time on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya. The responses from the respondents were analyzed using Statistical Package for the Social Sciences (SPSS) version 25.0 for windows. The results were presented qualitatively and quantitatively.

4.2 Analysis overview

4.2.1 Response Rate
A total of 180 questionnaires were issued to students according to the sampling methods applied in this study. A total of 165 students responded to the questions. This represented a response rate of 91.7%. According to Mugenda and Mugenda (2003), this study the response rate as adequate in achieving the objectives that were laid down for this study. A minimum response rate of 80% is required in any scientific study.

Table 4.1

Response rate

Description	Frequency	Percentage
Total questionnaires collected	165	91.7%
Total questionnaire not collected	15	8.3%
Total questionnaire distributed	180	100.0%

This high return rate was achieved as a result of vigorous data collection exercise that made use of contact persons and constant reminders through SMS and phone calls. In addition, the researcher adoption of mobile data collection using Open Data Kit (ODK) with follow up telephone calls and emails correspondence to the respondents improved significantly the response rate. Where possible, the researcher made personal visits to the respondents and utilized letter of introduction from Kenya Methodist University which was also used to acquire research permit from National Council for Science, Technology and Innovation.

4.2.2 Reliability of Research Instruments

Reliability means suitability of the data collection techniques. Good reliability implies ability to collect data that can be analyzed yield consistent findings (Saunders et al., 2009). According to Mugenda and Mugenda (2003), reliability is a measure of the extent to which a research study can result into consistent findings. To ascertain reliability in this study, each scale was analyzed and its reliability computed. A threshold of 0.7 Cronbach's alpha (or more) was taken as a limit for ascertaining whether the research tools' indicators comprised a reliable scale. Some items were dropped when observed not to contribute significantly to the overall reliability. This study adopted Likert scale types of instruments for data collection. Items from the

previous studies that had been tested for reliability were included. Appropriate adjustments on the study items in the instruments was properly done to ensure they were reliable.

The reliability coefficients computed for this study (using Cronbach's alpha) are presented in Table 4.2. The results computation is presented per major sections of the research tool (excluding the demographic/background information section).

Table 4.2

Cronbach's alpha for the questionnaire

Scale	Number of items	Cronbach's alpha
Customer care	7	0.734
Quality of learning	14	0.730
Student engagement	12	0.877
Student Economic status	5	0.714
Course completion rate	7	0.740
Mobility of undergraduate students	7	0.757
Intervening variables (Government policies)	4	0.704
Overall	56	0.751

The reliability of the research questionnaire was assessed using Cronbach alpha coefficient at $\alpha=0.05$. Using Cronbach's alpha, an index of 0.751 for the questionnaire was established (note: thirteen items were dropped in order to raise the Cronbach's coefficient above the initial 0.716). The reliability results exceeded the 0.7 level of acceptability revealing a satisfactory degree of reliability. According to Bloomfield and Fisher (2019), the instrument reliability can be considered to be satisfactory.

4.3 Demographic characteristics of the respondents

This study was interested with the age of students. The results of age distribution among the respondents (clustered in years) are summarized in Table 4.3.

Table 4.3

Age of respondents

Age brackets	Frequency	Percentage
17 – 20 years	32	19.4%
21 – 25 years	112	67.9%
26 – 30 years	12	7.3%
Above 30 years	9	5.5%
Total	165	100.0%

Majority of the students were aged 21 – 25 years, representing 67.9% of the total responses. This was followed by respondents who were aged 17 – 20 years as represented by 19.4% of the total responses. Other age brackets that were represented in this study include: 26 – 30 years (7.3%) and above 30 years (5.5%).

On the issue of gender, the results of the study showed an unequal distribution of male and female students as summarized in Table 4.4.

Table 4.4

Gender of student respondents

Gender	Frequency	Percentage
Female	77	46.7%
Male	88	53.3%
Total	165	100.0%

The results in Table 4.4 shows that 53.3% of the students interviewed were male. This may imply that there are still gender disparities in students' entry in institutions of higher learning in Kenya.

The distribution of the category of private universities included in this study was as summarized in Table 4.5.

Table 4.5

Categories of private university

Category	Frequency	Percentage
Faith based	2	22.2%
Church sponsored	3	33.3%
Privately sponsored	4	44.4%
Total	9	100.0%

Majority of the institutions that were sampled in this study were privately sponsored universities that constituted about 44.4% of all the institutions. Other institutions were either church sponsored (33.3%) or faith based (22.2%). This is consistent with the

national (country-wide) picture where majority of such institutions are privately sponsored, compared with the number of church and faith-based sponsored universities.

Students who took part in this study were drawn from a variety of courses/study programmes as summarized in Table 4.6.

Table 4.6

Students Study Areas

Area of study	Frequency	Percentage
Business Administration	4	2.4%
Community Development	8	4.8%
Criminology and Security Studies	4	2.4%
Education	124	75.2%
Industrial Chemistry	4	2.4%
Medical Laboratory Science	8	4.8%
Counseling Psychology	13	7.9%
Total	165	100.0%

Students who participated in this study were enrolled in academic programmes related to Business Administration, Community Development, Criminology/Security Studies, Education, Industrial Chemistry, Medical Laboratory Science and Counseling Psychology.

4.4 Mobility of Students in Private Universities

4.4.1 Description of students' mobility in private universities

This study inquired on the respondents' willingness to transfer from one private institution to another. The results are depicted in Figure 4.1.

Figure 4.1

Students' willingness to transfer from one private institution to another
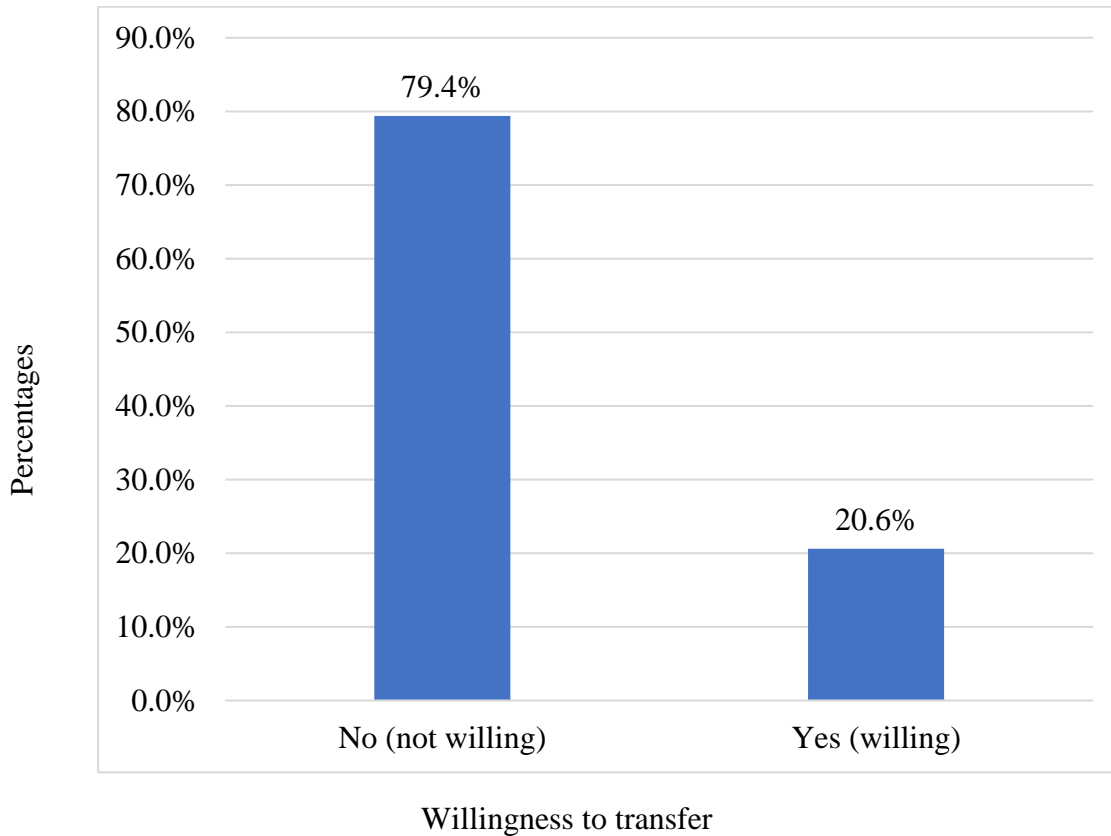
An overwhelming majority of the students' respondents were not willing to transfer into any other institution as represented by 79.4% of the total responses. A few students (20.6%) were willing to transfer, due to a variety of reasons (Poor customer care services, poor student engagement, low quality of learning, challenges related to the student's economic status, long course completion time, among others).

4.4.2 Diagnostic tests for binary logistic regression analysis
The binary logistic regression modelling in this study assumed a form of simple regression (rather than multiple regression) since there was a single independent variable in each model. In any multiple regression, all independent variables would

have entered the model at once in and every independent variable assessed for its unique predictability of the dependent variable. However, this was not the case. If this was the case, multicollinearity test represents a validity tests/checks of the data that would have been undertaken to ensure that the model results were plausible (Pallant, 2005). This test was not applicable and therefore not done.

Heteroscedasticity/ Homoscedasticity test

Homoscedasticity assumption relate to the assumption of normality in regression analysis. According to Cohen et al. (2003), when normality assumption is met, the relationship between variables is homoscedastic. Since binary logistic regression does not impose on any distribution form on the part of the dependent variable (like it is the case with linear regression), this study did not test for heteroscedasticity/ homoscedasticity.

Serial correlation test

In some instances, the dependent variable in a study is often related with the order of cases (leading to a pattern/trend in observations). Serial correlation is attributed to the existence of systematic change over time in connection to the order of cases – this is mostly because of the research procedure and respondents in any study (Cohen *et al*., 2003). The likelihood of serial correlation is very minimal in this research since the research procedure was sound and scientific. Nevertheless, Durbin-Watson test was still conducted to investigate the possibility of serial correlation (Table 4.7).

Table 4.7

Durbin-Watson test for serial correlation

Student mobility (willingness to transfer from one institution to another)	Durbin-Watson	Std. Error
Customer care services	2.462	0.309
Quality of learning	2.527	0.298
Students' engagement	2.521	0.394
Students' economic status	2.648	0.113
Course completion time	2.442	0.272

Durbin-Watson statistic is used to signify the extent of serial correlation within the data. Durbin-Watson statistic can range between zero and four. Durbin-Watson statistic of value two indicate the uncorrelatedness of the residuals (Field, 2009). For the current study the Durbin- Watson statistics for all the student mobility is well within the acceptable range and can be assumed that serial correlation is not present in all the regression models. The computed Durbin-Watson statistic of 2.648 (for the influence of students' economic status on student mobility modelling), 2.521 (for the influence of students' engagement on student mobility modelling), 2.462 (for the influence of customer care services on student mobility modelling), 2.442 (for the influence of course completion time on student mobility modelling) and 2.527 (for the influence of quality of learning on student mobility modelling) indicates that the residuals are independent.

Test for omitted variables bias

Ramsey RESET test for omitted variables bias in the binary logistic regression revealed no problems of misspecification for all regressions. The set of calculated F-ratios (ranging from a minimum of 1.337 to a maximum of 2.074) at 1 and 163 degrees of

freedom for the numerator and denominator, respectively were not significant at 5% level confirming that the null hypothesis (the models have no omitted variable) could not be rejected (Table 4.8).

Table 4.8

Ramsey RESET test for omitted variables bias

Student mobility (willingness to transfer from one institution to another)	F-Ratio	P-Value
Customer care services	1.941	0.165
Quality of learning	2.074	0.152
Students' engagement	1.754	0.187
Students' economic status	1.357	0.246
Course completion time	1.753	0.187

4.5 Effect of customer care services on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya

The first objective sought to analyse the effect of customer care services on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya. Majority of the student respondents approved on the statement that there is a functional student portal in the university. Those who approved with the statement comprised a cumulative of 91.5% with 48.5% agreeing and an additional 43% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 4.8% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is a functional student portal in the university was 4.3 with a standard deviation of 0.75.

Majority of the student respondents approved on the statement that there is social media integration to keep them up to date on news and announcements. Those who approved with the statement comprised a cumulative of 86.7% with 50.9% agreeing and an additional 35.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 12.8%. About 0.6% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is social media integration to keep them up to date on news and announcements was 4.04 with a standard deviation of 1.07.

Table 4. 9

Customer care services

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev
1. There is a functional student portal in the university	1 (0.6)	5 (3.0)	8 (4.8)	80 (48.5)	71 (43.0)	165 (100)	4.30	0.75
2. There is social media integration to keep us up to date on news and announcements	9 (5.5)	12 (7.3)	1 (0.6)	84 (50.9)	59 (35.8)	165 (100)	4.04	1.07
3. There is a complaint desk where I can report issues that I perceive as unfair	22 (13.3)	41 (24.8)	29 (17.6)	42 (25.5)	31 (18.8)	165 (100)	3.12	1.34
4. There is timely response to inquiries at the university	6 (3.6)	36 (21.8)	21 (12.7)	60 (36.4)	42 (25.5)	165 (100)	3.58	1.19
5. The university embraces online payment system that allows students to make payments with ease	9 (5.5)	5 (3.0)	5 (3.0)	84 (50.9)	62 (37.6)	165 (100)	4.12	1.00
6. The university responds to students' issues quickly	22 (13.3)	38 (23.0)	24 (14.5)	60 (36.4)	21 (12.7)	165 (100)	3.12	1.28
7. The staff at the university are approachable to me	5 (3.0)	1 (0.6)	5 (3.0)	94 (57.0)	60 (36.4)	165 (100)	4.23	0.80
Overall							3.79	0.68

Majority of the student respondents approved on the statement that there is a complaint desk where they can report issues that they perceive as unfair. Those who approved with the statement comprised a cumulative of 44.3% with 25.5% agreeing and an additional 18.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 38.1%. About 17.6% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is a complaint desk where they can report issues that they perceive as unfair was 3.12 with a standard deviation of 1.34.

Majority of the student respondents approved on the statement that there is timely response to inquiries at the university. Those who approved with the statement comprised a cumulative of 61.9% with 36.4% agreeing and an additional 25.5% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 25.4%. About 12.7% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is timely response to inquiries at the university was 3.58 with a standard deviation of 1.19.

Majority of the student respondents approved on the statement that the university embraces online payment system that allows students to make payments with ease. Those who approved with the statement comprised a cumulative of 88.5% with 50.9% agreeing and an additional 37.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 8.5%. About 3% were neutral. On a scale of 1 - 5, an average student rating of the statement that the university embraces online payment system that allows students to make payments with ease was 4.12 with a standard deviation of 1.00.

Majority of the student respondents approved on the statement that the university responds to students' issues quickly. Those who approved with the statement comprised a cumulative of 49.1% with 36.4% agreeing and an additional 12.7% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 36.3%. About 14.5% were neutral. On a scale of 1 - 5, an average student rating of the statement that the university responds to students' issues quickly was 3.12 with a standard deviation of 1.28.

Majority of the student respondents approved on the statement that the staff at the university are approachable. Those who approved with the statement comprised a cumulative of 93.4% with 57% agreeing and an additional 36.4% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 3% were neutral. On a scale of 1 - 5, an average student rating of the statement that the staff at the university are approachable was 4.23 with a standard deviation of 0.8.

Most of the students' rating of perceived quality of customer care services in their university ranged between 4 -5 (41.2%) and 3 – 4 (47.9%) as summarized in Table 4.17.

Table 4. 10

Students' Rating of Perceived Quality of Customer Care Services in their University

Scores	Frequency	Percentage
1-1.99	1	0.6%
2-2.99	17	10.3%
3-3.99	79	47.9%
4-5.00	68	41.2%
Total	165	100.0%

The overall students' rating of perceived quality of customer care services in their university (on a scale of 1 – 5) was a mean of 3.79 with a standard deviation of 0.68.

Test of hypothesis 1 (H_{01}) on influence of customer care services on student's mobility

This study sought to assess the influence of customer care services on students' mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho1: Customer care services does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression. The choice of binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary. Table 4.19 shows the influence of customer care services on students' mobility in private universities.

Table 4. 11

Influence of customer care services on students' mobility in private universities

Willingness to transfer	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Customer care services	-1.597	0.359	-4.440	0.000	-2.302	-0.893
_cons	4.406	1.264	3.490	0.000	1.929	6.883

Note: Log likelihood = -71.07; LR chi2(1) = 25.74; Prob > chi2 = 0.000; Pseudo R2 = 0.153

The log likelihood for the fitted model (-71.07) and the likelihood ratio chi-square value of 25.74 (Prob> chi2 = 0.000) indicate that the model parameters (the independent variable and the constant) are jointly significant at 5%. The Pseudo R2 of 0.153 imply

that about 15.3% of the students' willingness to transfer from one private university to another could be attributed to customer care services (the independent variable). Pseudo R2 of 0.153 meet the statistical threshold confirming that the willingness to transfer from one private university to another among the sampled students was well attributed to students' rating of perceived quality of customer care services in their university. The coefficient of customer care services (-1.597) was statistically significant at 5% level. This implies that the null hypothesis, "Customer care services does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected. Therefore, customer care services significantly influence student's mobility in private universities in Nairobi County in Kenya.

One registrar from a privately-sponsored private university in Nairobi explained:

> *Poor customer service is a major reason why most students are preferring to exit from their current institutions and get placed in other institutions. Students are very active in the internet and are able to know what happens in other institutions through social media. Due to this exposure, students normally demand high quality customer care services (equivalent to what is offered in other universities that they benchmark on). The end resort is massive transfers when an institution is very rigid in meeting the requirements of high customer care services.*

This study sought to determine if there was significant difference in the students' rating of perceived quality of customer care services in their university and analysis done using independent samples t-test. Therefore t-test was used as a means to compare the

ratings of those willing and not willing as affected by their customer care services. The

results are summarized in Table 4.20.

Table 4. 12

T-test results for the comparison of students' rating of perceived quality of customer
care services in their university between those willing and those not willing to
transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No	131	3.921	0.050	0.576	3.822	4.021
Yes	34	3.273	0.140	0.815	2.989	3.557
Combined	165	3.788	0.053	0.682	3.683	3.893

Note: Mean difference = 0.648; Standard error = 0.122; P-value = 0.000; t = 5.333; df

= 163

The mean difference in the scores on students' rating of perceived quality of customer

care services in their university (between those willing to transfer and those not willing)

was computed as 0.648. The mean difference is depicted in Figure 4.2.

Figure 4. 2

Comparison of students' rating of perceived quality of customer care services in their university between those willing and those not willing to transfer
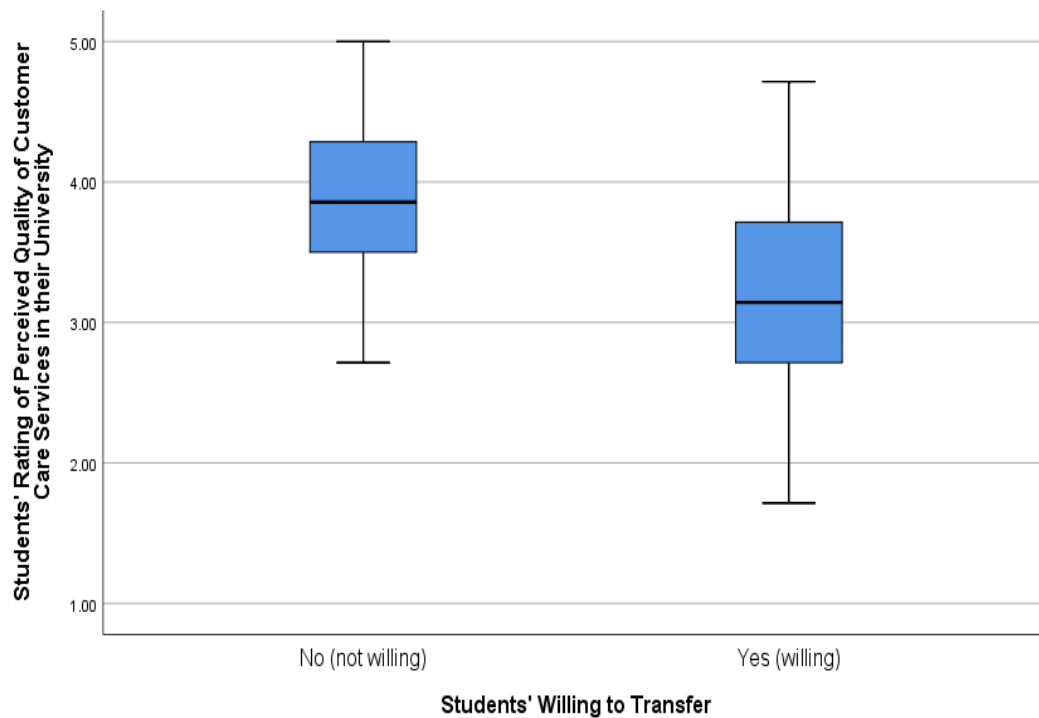
The calculated t-value of 5.333 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level ($p<0.05$). This implies that customer care services significantly influence student mobility in private universities in Nairobi, Kenya.

The findings of this study area in agreement with Treiger (2014) who found that customer service to be one of the critical factors that provide the management of an educational institution with a competitive advantage. Where customer services were poor, academic institutions are avoided by students (somethings becoming a major cause of student mobility). Moreover, stakeholders in the education sector are nowadays more conscious of their rights and consequently demand for services just as they would in commercial engagements. Consequently, the improvement in

responsiveness to improvement in delivery of services to students and stakeholders generally is imperative for all educational institutions. Adoption of clear communication strategies between students and college administration is one of the avenues to good customer care services.

The findings of this study concur with Turban et al. (2012) who learned the importance of customer services in institutions of higher learning noting that students prefer to be in environment that they can access superior customer services. Customer service involves a sequence of actions intended to improve the customer satisfaction level. Owing to the importance of customer services, many educational institutions are now offering such services to their students with some departments devoted to providing student-centered services. According to Turban et al. (2012), higher education institutions that place more emphasis on producing graduates rather than on the process of upright customer service are slowly continuing to lose their customer base.

The findings of this study also agree with Bejou (2015) who emphasized on the importance of provision of quality customer care services among institutions of learning. With quality customer services the clients (students) are attracted and with poor customer care services students are repelled. Good customer care services also lead to higher retention rates and consequently an increase in the revenue for higher education institutions.

The findings of this study also concur with Ewers (2010), Homes (2016) and Vaill (2015) who according to their separate studies found that institutions of learning need to have their employees join training sessions on customer service in order to better

serve their customers (students). Vaill (2015) asserts that because education is a service and not a product, institutions must endeavor to respond to the needs and expectations of their student. Homes (2016) asserts that customer care services in institutions of higher learning comprise of designated activities that help to improve student satisfaction. The only way this can be achieved is when all departments in the institution are involved. Hence, good customer support results in the production of educated graduates.

The findings of this study are consonant with Bejou (2015) who suggested that the adoption of customer relationship management (CRM) as an avenue for institutions to establish and maintain better student relationships and hence attract more students for enrolment in their favour. CRM is an important tool for helping institutional administrators to effectively allocate resources that ensure continued recruitment, retention, progression, and enrolment in institutions of higher learning.

This study agrees with Ali et al. (2016) who examined the effect of service quality on student satisfaction, loyalty and institutional image in Malaysian public universities. The study established quality customer services enhances potential students' image on the academic institution and hence a possibility of transferring into the institution when a chance is available. Quality customer services also led to increased student loyalty.

The findings of this study agree with Daikh (2015) who found that customer care services were very crucial in retaining students in institutions of higher learning amidst competition. Customer satisfaction creates customer loyalty whereby the consumer is likely to consume goods and services more, compared to those who are not satisfied.

This implies that students who are not satisfied by customer care services in their institutions are likely to transfer into other institutions that are perceived to offer superior customer care services. The main objective of any institution should be to satisfy customers need and wants and to retain customers. It is expensive to serve new consumers than the regular ones. Customer relationship management calls for minimization of customer losses and increase in consumer retention. Previously satisfied customers assist the firm to reduce the cost of marketing.

The findings of this study agree with Laroche et al. (2004) who found that education institutions such as universities are able to establish more stable levels of sales through customer loyalty. Similarly, to guarantee high degree of student satisfaction, Archakova (2013) describes important parameters to be considered in an organization which includes verbal and non-verbal communication with the buyer, conducive environment for business, time taken to serve a customer and to respond to the customer in case of any need and customer security when accessing services.

The results of this study are consistent with Agbor (2011) who explained that sympathy, time taken to respond to customer needs had significant relationship with quality of service and the satisfaction that the customers get. With higher satisfaction, a university student is retained in the institution while dissatisfied students seek to move to other institutions. However, there was no significant relationship between reliability and satisfaction of customers and quality of service provided. On the other hand, there was a significant relationship between customer satisfaction and quality of service.

This study also agrees with Hoskins and Brown (2018) who investigated the extent to which institutional petition consequences contributed to sustaining the Liberal Arts College identity. The study found that colleges took advantage of their search for identity to enhance student experiences were more preferred than those that didn't. Consequently, these colleges have established a niche in the higher education market that is unique and gives them competitive advantage.

This study concurs with Hinson et al. (2020) who asserted that students are synonymous to university internal customers since they are entitled to receipt of teaching services at a fee. These customers can either be local or international. It is wrong for university to look at students' feedback as criticism and trying to argue against their customers. Poor service delivery results into complaints and eventually dissatisfaction that can lead to learners' exit from the institution. According to Hinson et al. (2020), internal and external customers on universities in Africa appear to be largely ignored (a reason for low levels of satisfaction). There is therefore need to a well-established customer care desks in institutions of higher learning in order to facilitate the delivery of these institutions mandate.

The findings of this study also agree with Verhoef et al. (2022) who carried out a study to establish students' perceptions of customer experience at the North-West University in South Africa. The study discovered that students on one campus showed much higher loyalty than their colleagues on two other campuses. Consequently, there were more applications to transfer into the campus with better customer care services. The findings of the study further specified that university students had a positive perception of the professionalism among staff members (in the campus receiving more

applications), and were confident that their personal information had been handled in a secure manner. Moreover, students reported that they had experienced a high level of customer experience.

The findings of Agbor (2011) are consistent with this study. Increased customer satisfaction is a key ingredient in university administration for sustained student community. Agbor (2011) emphasized that in order for customers to continue consuming goods or services, it is imperative to attain the highest satisfaction as possible (compared to competition). In a university setting students tend to migrate into other institutions when they perceive to receive low quality of services to their dissatisfaction. Dominating in the current market requires strong consumer relations which is achieved by outcompeting the opponents through delivery of high-quality products and services to the customers. Similarly, according to National Business Research Institute (2017), understanding consumer wants and needs, ascertaining how well their needs are satisfied and establishing standards of goods and services through research are some of the key things that are required in improving customer satisfaction.

The findings of this study also agree with Nyaga (2018) who examined the feedback from international students enrolled in Christian universities in Kenya by seeking to investigate the students' satisfaction with university experiences. The study determined a correlation between student satisfaction with the customer services and their willingness to transfer to other institutions. The findings showed higher levels of satisfaction with students who rated well the available customer care services.

The findings of this study agree with Petty (2014) who explored on how to motivate first-generation students to academic success and college completion. His findings argued that academic guidance as provided by institutions of higher learning are an important component of customer care services. Petty (2014) argued that the college experience of a student is highly influenced by their ability to access customer care services such as seeking and finding guidance from academic advisors. Academic advice is more needed by students in less developed countries (compared to their counterparts from developed countries) since most of them are often first-generation college students in their family lineage. According to Petty (2014), a first-generation student is one who is taking further studies compared to their parents (for instance, having to go to university when the parents did not achieve this). Academic advice is very key for educational achievement of many first-generation students, as well as non-first-generation students.

The findings of this study also concur with Allen et al. (2013) who recorded that poor customer care services are a major cause of student migration from one institution to another. Allen et al. (2013) argued that academic advice offers five crucial functions to college and university students. These functions include integration, referral, information, individuation, and shared responsibilities. Conscious decision to have adequate academic is a key requirement for any institution that wish to maintain its pool of current students and possibly attract more students in its pool of students. This implies that about five advisors are needed to best guide a student. Integration involves helping the students in connect their academic, career, and life goals with their curricular choices (Allen et al., 2013). Referral function of academic advising involves assisting students with college resources to solve academic challenges. This may

include referring a student to a suitable tutor, lecturer or instructor for advice. Academic advising must also help students through provision of accurate information on their programme requirements. It also involves explaining institutional policies and elaboration of available opportunities such as scholarships, the process of registration and results classification. Students' advising calls for ability of the academic advisor to understand the student at a level of an individual (abilities, skills, talents and interests). Advising helps in sharing responsibilities with students. This is key in developing problem-solving skills among students. It also helps in building key decision making skills among students. Students are also able to be organized as they get to know how to develop academic student plans. According to Allen et al. (2013), students most wanted accurate information about their programme (requirements), connectivity to career and assistance on choice of academic specializations (majors) through their academic advising. Another important aspect that was highly rated was, life goals and assistance with students' choice of academic specializations (majors). According to Allen et al. (2013), academic advising was more useful among particular categories of students especially, female and older students. Academic advising was also key among Asian American, African American and Hispanic students. Departmental support is also crucial among university students, just as important as faculty/staff relationships is to a student. In their study on types of advising among community college students, Allen et al. (2013) found that students who received departmental support had less likelihood of transferring from their initially enrolled institutions. As academic advisors proceed with their functions, the students should benefit with at least five aspects (in order to achieve both academic and individual success): integration, information, shared responsibilities, referrals and individuation. It is crucial for academic advisors

to connect with students, learn their abilities, talents, skills and interest in order to be successful (Allen et al., 2013).

The findings of this study are consonant with Grites (2013) who studied key aspects of successful transitions among institutions of learning. Customer care services were crucial in attracting and retaining students in learning institutions. Customer care services guarantee students a smooth life that is conducive for higher education. Customer care services are essential in making students comfortable. Such services make it possible for students to discover what they can do to help them in their learning endevour (for instance, knowledge of crucial places within the campus, understand the location of crucial resources - scholarships, bookshops, libraries as well as key services. In its provision of customer care services, the university can provide a detailed campus tour and information pamphlets to students.

The findings of this study agree with Shabir and Shakeel (2021) who found that clear communication is an essential customer care tool in universities. Transfer of thought and ideas to other people (communication) is very crucial in universities as a way of retaining their students. In the absence of good communication, poor customer care services can be inferred. Communication is a way of retaining students in the current world, be it either verbal or non-verbal. The teachers - students relationship requires a lot of verbal and non-verbal means of communication.

The results of this study are consistent with Merdian and Warrior (2015) who noted that non-verbal and verbal means of communication is very crucial and requires to be handled with a lot of care in the university setup. Students' behavior, education, and

ethics are good indication of non-verbal and verbal communication. In many cases, students are not relaxed in front of their university lecturers and administrators. Therefore, non-verbal forms of communication within the university have a potential to damage the character of students and may result to depression.

The findings of this study are also consistent with Rosengard et al. (2014) who asserted that whereas good marketing skills can help service industries make the first sale, customer service skills are crucial in keeping the customers and making them to come back. In the institutions of higher learning such as private universities, good customer services are crucial in retaining customers (who in this case are students). In the absence of good customer care services (even with good marketing skills), students would inevitably attempt to transfer into other institutions where they feel that quality customer care services are offered. Communication is crucial in the provision of good customer service. Communication is perceived as the ability to speak clearly and being understood. Most organizations ignore additional aspects of communication, including the ability to listen as well as the ability to empathize, despite their importance. Listening should be the first thing that good communicators must make before their speaking. It is wrong to assume that communication includes just transmission of message or the message itself. Communication is the exchange of understanding (mutually between the two involved parties). The process should originate from the receiver. Even in the institutions of higher learning such as universities, the functions of management (planning, directing, organizing, staffing and controlling) can only be performed effectively through proper communication. University management that communicates effectively to students tend to be good in retaining them.

The results of this study agree with Duta et al. (2015) who noted that effective communication between students and university management should be constant, guaranteeing smooth flow of information all the times. A very important component of communication that is often ignored is the feedback. Communication feedback is integral for any business communication. Feedback mechanism is more essential in large organizations involving several levels of hierarchy. The greater the number of levels, the more important it is to utilize the feedback mechanism. The process of directing and controlling as a management function is mostly dependent on communication. Communication gaps should be avoided at all costs in universities.

4.6 Influence of student engagement on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya

The second objective sought to determine whether student engagement influences student's choice of mobility from one university to another in private universities in Nairobi County in Kenya. Common of the student plaintiffs approved on the declaration that the staff in the university are effective in their communication. Those who approved with the statement comprised a cumulative of 83.1% with 46.7% agreeing and an additional 36.4% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6.7%. About 10.3% were undecided. On a scale of 1 - 5, an average student rating of the statement that the staff in the university are effective in their communication was 4.12 and deviation of 0.87.

Student who were the most respondents approved on the statement that there are adequate forums for students to share their views. Those who approved with the statement comprised a cumulative of 52.8% with 36.4% agreeing and an additional

16.4% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 36.4%. About 10.9% were undecided. On a scale of 1 - 5, an average student rating of the statement that there are adequate forums for students to share their views was 3.25 with a standard deviation of 1.25.

Majority of the student respondents approved on the statement that their religious beliefs are tolerated at the university. Those who approved with the statement comprised a cumulative of 75.2% with 38.2% agreeing and an additional 37% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 21.8%. About 3% were undecided. On a scale of 1 - 5, an average student rating of the statement that their religious beliefs are tolerated at the university was 3.79 with a standard deviation of 1.34.

Majority of the student respondents approved on the statement that there are numerous opportunities to obtain part-time work while in college. Those who approved with the statement comprised a cumulative of 61.8% with 43% agreeing and an additional 18.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 23.1%. About 15.2% were undecided. On a scale of 1 - 5, an average student rating of the statement that there are numerous opportunities to obtain part-time work while in college was 3.5 with a standard deviation of 1.18.

Table 4. 13

Student engagement

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev.
There is effective communication	1 (0.6)	10 (6.1)	17 (10.3)	77 (46.7)	60 (36.4)	165 (100)	4.12	0.87
There are adequate forums for students to share their views	13 (7.9)	47 (28.5)	18 (10.9)	60 (36.4)	27 (16.4)	165 (100)	3.25	1.25
There is ethnic diversity at the university	9 (5.5)	5 (3.0)	5 (3.0)	109 (66.1)	37 (22.4)	165 (100)	3.97	0.93
Students participate in education fairs	10 (6.1)	17 (10.3)	18 (10.9)	90 (54.5)	30 (18.2)	165 (100)	3.68	1.08
Adequate recreational facilities at the university	51 (30.9)	43 (26.1)	9 (5.5)	46 (27.9)	16 (9.7)	165 (100)	2.59	1.42
Religious beliefs tolerance	18 (10.9)	18 (10.9)	5 (3.0)	63 (38.2)	61 (37)	165 (100)	3.79	1.34
Opportunities for part-time work	12 (7.3)	26 (15.8)	25 (15.2)	71 (43.0)	31 (18.8)	165 (100)	3.50	1.18
Pertinent issues are supported	13 (7.9)	18 (10.9)	20 (12.1)	92 (55.8)	22 (13.3)	165 (100)	3.56	1.10
9. There are adequate accommodation facilities that suite my status	9 (5.5)	24 (14.5)	4 (2.4)	99 (60.0)	29 (17.6)	165 (100)	3.70	1.09
conducive study environment	5 (3.0)	1 (0.6)	5 (3.0)	99 (60.0)	55 (33.3)	165 (100)	4.20	0.79
Adequate study facilities	14 (8.5)	25 (15.2)	5 (3.0)	82 (49.7)	39 (23.6)	165 (100)	3.65	1.23
Campus has free Internet	1 (0.6)	14 (8.5)	1 (0.6)	90 (54.5)	59 (35.8)	165 (100)	4.16	0.86
Overall							3.67	0.62

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Majority of the student respondents approved on the statement that the students at the university are supported by the university on patient issues that concern them. Those who approved with the statement comprised a cumulative of 69.1% with 55.8% agreeing and an additional 13.3% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 18.8%. About 12.1% were neutral on a scale of 1 - 5, an average student rating of the statement that the students at the university are supported by the university on patient issues that concern them was 3.56 with a standard deviation of 1.1.

Majority of the student respondents approved on the statement that there is ethnic diversity at the university. Those who approved with the statement comprised a cumulative of 88.5% with 66.1% agreeing and an additional 22.4% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 8.5%. About 3% were neutral on a scale of 1 - 5, an average student rating of the statement that there is ethnic diversity at the university was 3.97 with a standard deviation of 0.93.

Majority of the student respondents approved on the statement that students are supported to participate in education fairs. Those who approved with the statement comprised a cumulative of 72.7% with 54.5% agreeing and an additional 18.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 16.4%. About 10.9% were undecided. On a scale of 1 - 5, an average student rating of the statement that students are supported to participate in education fairs was 3.68 with a standard deviation of 1.08.

Majority of the student respondents disapproved on the statement that there are adequate recreational facilities at the university. Those who disapproved with the statement comprised a cumulative of 57% with 26.1% disagreeing and an additional 30.9% strongly disagreeing. The proportion of respondents who approved with the statement was a cumulative of 37.6%. About 5.5% were undecided. On a scale of 1 - 5, an average student rating of the statement that there are adequate recreational facilities at the university was 2.59 with a standard deviation of 1.42.

Majority of the student respondents approved on the statement that there are adequate accommodation facilities that suite their status. Those who approved with the statement comprised a cumulative of 77.6% with 60% agreeing and an additional 17.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 20%. About 2.4% were neutral. On a scale of 1 - 5, an average student rating of the statement that there are adequate accommodation facilities that suite their status was 3.7 with a standard deviation of 1.09.

Majority of the student respondents approved on the statement that they enjoy conducive study environment at the university. Those who approved with the statement comprised a cumulative of 93.3% with 60% agreeing and an additional 33.3% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 3% were undecided. On a scale of 1 - 5, an average student rating of the statement that they enjoy conducive study environment at the university was 4.2 with a standard deviation of 0.79.

Majority of the student respondents approved on the statement that there are adequate study facilities at the university. Those who approved with the statement comprised a cumulative of 73.3% with 49.7% agreeing and an additional 23.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 23.7%. About 3% were undecided. On a scale of 1 - 5, an average student rating of the statement that there are adequate study facilities at the university was 3.65 with a standard deviation of 1.23.

Majority of the student respondents approved on the statement that their campus has free internet. Those who approved with the statement comprised a cumulative of 90.3% with 54.5% agreeing and an additional 35.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 9.1%. About 0.6% were neutral on a scale of 1 - 5, an average student rating of the statement that their campus has free internet was 4.16 with a standard deviation of 0.86.

Most of the students' rating on the effectiveness of their universities in student engagement ranged between 3 – 3.99 (65.5%) and 4 -5 (26.7%) as summarized in Table 4.14.

Table 4.14

Students' Rating on the Effectiveness of their Universities in Student Engagement

Scores	Frequency	Percentage
1-1.99	0	0.0%
2-2.99	13	7.9%
3-3.99	108	65.5%
4-5.00	44	26.7%
Total	165	100.0%

The overall students' rating on the effectiveness of their universities in student engagement (on a scale of 1 – 5) was a mean of 3.67 with a standard deviation of 0.62.

Test of hypothesis 2 (H_{02}) on influence of student engagement on student's mobility

This study sought to assess the influence of student engagement on mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho2: Student engagement does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression. The choice of binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary. Table 4.15 shows the influence of student engagement on mobility in private universities.

Table 4. 15

Influence of student engagement on mobility in private universities

Willingness to transfer	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Student engagement	-2.682	0.537	-5.000	0.000	-3.734	-1.631
_cons	7.883	1.802	4.380	0.000	4.351	11.414

Log likelihood = -63.99; LR chi2(1) = 39.89; Prob > chi2 = 0.000; Pseudo R2 = 0.238

The log likelihood for the fitted model (-63.99) and the likelihood ratio chi-square value of 39.89 (Prob> chi2 = 0.000) indicate that the model parameters (the independent variable and the constant) are jointly significant at 5%. The Pseudo R2 of 0.238 imply that about 23.8% of the students' willingness to transfer from one private university to another could be attributed to economic status (the independent variable). Therefore, Pseudo R2 of 0.238 meet the statistical threshold confirming that the willingness to

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transfer from one private university to another among the sampled students was well attributed to students' rating on the effectiveness of their universities in student engagement. The coefficient of student engagement -2.682) was statistically significant at 5% level. This implies that the null hypothesis, "Student engagement does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected. Therefore, student engagement significantly influences student's mobility in private universities in Nairobi County in Kenya.

A registrar from a privately sponsored university in Nairobi explained:

> *Most students value constant engagement between their fellow students, teaching staff and university administrators. A number of students prefer to transfer into alternative institutions when an institution is not able to adequately support their engagement opportunities. Nowadays, universities have revolutionised into social platforms where students not only come to learn new skills but are also exposed to social engagement opportunities through which they are able to build strong networks, coin new friends and collaborate in idea exchange, among others.*

One registrar from a church-sponsored private university in Nairobi explained:

> *Students enjoy being in an environment where good relationship between the students and teaching (as well as administrative) staff is thriving. Students are able to network, recognize more resources and opportunities through such relationships. Students also get separated from possible bad peer grouping when they relate better with academic and administrative staff in the university.*

This study sought to determine if there was significant difference in the students' rating on the effectiveness of their universities in student engagement and analysis done using independent samples t-test. Therefore t-test was used as a means to compare the ratings of those willing and not willing as affected by their student engagement. The results are summarized in Table 4.16.

Table 4. 16

T-test results for the comparison of students' rating on the effectiveness of their universities in student engagement between those willing and those not willing to transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No	131	3.764	0.045	0.518	3.674	3.853
Yes	34	3.115	0.079	0.458	2.955	3.275
Combined	165	3.630	0.044	0.569	3.542	3.717

Note: Mean difference = 0.649; Standard error = 0.097; P-value = 0.000; t = 6.658; df = 163

The mean difference in the scores on students' rating on the effectiveness of their universities in student engagement (between those willing to transfer and those not willing) was computed as 0.649. The mean difference is depicted in Figure 4.3.

Figure 4.3

Comparison of students' rating on the effectiveness of their universities in student engagement between those willing and those not willing to transfer
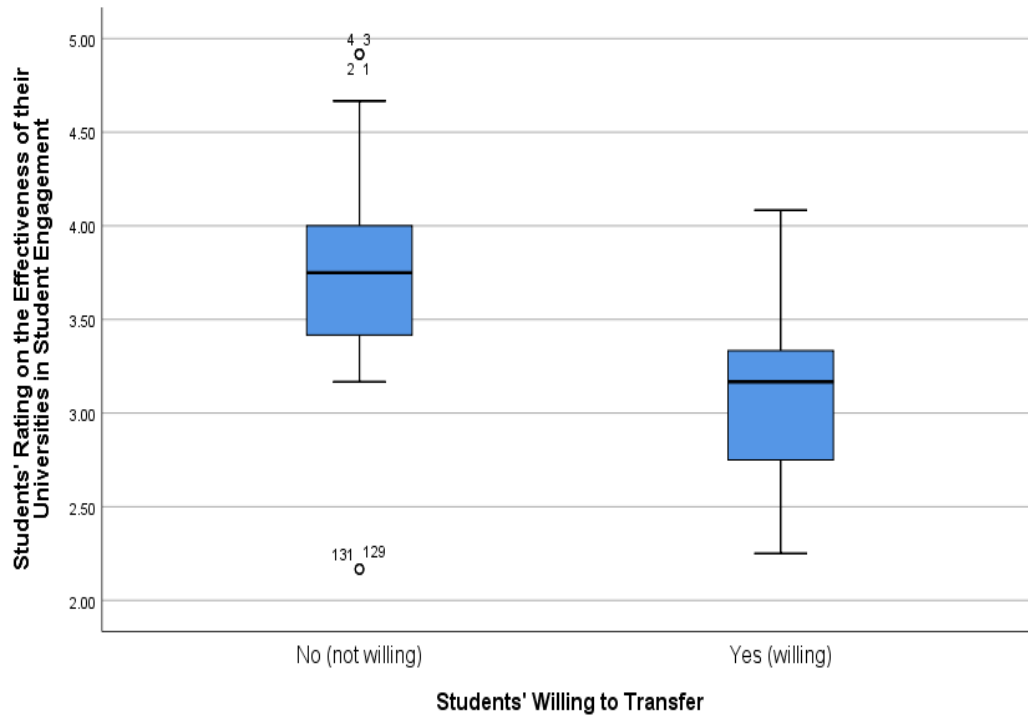

The calculated t-value of 6.659 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level (p<0.05). This implies that student engagement significantly influences student mobility in private universities in Nairobi, Kenya.

The findings in this study agree with Murphy and Stewart (2017) who noted that student transfers between colleges have become common partly because of the nature of engagement existing between learners and institutions of learning. Since there is obvious expansion in post-secondary academic institution, student engagement has become significant in the conversation on why students transfer between one institutions to another. Student engagement evaluates direct student behaviour and its impact on the improvement of the educational experiences.

The results of this study are also consistent with Zhao et al. (2005) who observed that student involvement in institution of learning helps mould their learning outcomes. As a result, student engagement is one key factor that contributes to mobility between institutions with those that offer adequate engagement opportunities being preferred as compared to those who offer less engagement opportunities. For this reason, universities and higher learning institutions are obliged to progressively create a conducive environment for student engagement. This includes: involvement in curricular as well as co-curricular activities, adapting programmes and services to student needs, and cultivating a conducive environment that fosters student engagement and academic success.

The results of this study are also consonant with McCormack et al. (2009) and Murphy and Stewart (2017) whom in their separate studies established that one of the main considerations as students transfer from one institution to another is the quality of student engagement in the institution. According to the two separate studies, there exists a positive correlation between student engagement and student outcomes. Consequently, student engagement is positively related to student' retention rates. Nevertheless, because of differences in the level of student engagement between colleges, student transfers across universities have increased.

The findings of this study concur with Kuh (2009) who found that engagement also implies the deliberate efforts by learning institutions to create environments of quality learning and development. For this reason, most students who are conscious about the quality learning would always opt for institutions where student engagement is guaranteed (even if it means seeking transfers to such institutions). In this regard,

institutions must strive to provide environmental conditions that are rich with learning experiences aimed at developing critical thinking, creativity, social as well as academic engagement (Murphy & Stewart, 2017). Consequently, student engagement needs to involve student participation (Klemenčič, 2012) and the development of productive partnership (Healey et al. 2016). According to Klemenčič (2012), the level of participation ranges from access to consultation, to information and dialogue which consequently lead to the development of partnership.

The findings of this study are also in agreement with Pascarella and Terenzini (2005) who noted that student engagement is associated with high preference of learning institution since the latter is known to positively influence outcomes of higher education. For student engagement to take place effectively, the relevant institutions need to create a conducive environment through establishment of activities that enhance student engagement irrespective of the students' contextual or former experience with higher education. With improved college access, students are able to make conscious choices regarding where to pursue their college education. Consequently, more students are now changing institutions at least once before they finish their degrees (Hossler et al., 2012).

This study concurs with Thomas (2012) who examined seven higher education institutions in United Kingdom (UK) and reported that student engagement is one of the factors that influence student choice of remaining in their current institutions or to endeavor to transfer to other institutions. Students were observed to consider withdrawing their registration from institutions that were poor in student engagements. According to Thomas (2012), improving student belonging is best achieved through

increasing efforts that could enhance student engagement in academic education among institutions of higher learning.

The findings of this study agree with Denovan et al. (2020), who according to them, student engagement plays an important role in promoting learning and enhancing institutional effectiveness in universities. It is very crucial for universities to endeavor to develop a broad understanding of engagement and more importantly, to undertake student engagement activities as a process with multi-dimensions. In particular, student engagement should be incorporated in all programmes in the universities.

This study is consistent with Bowden et al. (2021) who found that student engagement was a good way of attracting new students in an academic institution, especially private based institutions. It should be noted that it is very important to monitor the changing patterns and dimensions of engagement throughout students' academic life. Such a monitoring can be done using both quantitative and qualitative tools. In monitoring student engagement, both behavioral as well as attitudinal dimensions should be included. This approach is important in enabling institutions to accurately understand the nature of student engagement and their respective experiences.

The findings of this study concur with Simone (2014) who found that one of the ways to retain students in an academic institution, especially colleges and universities, is to invest more effort in establishing various student engagement opportunities. The change of academic environments, including academic, social, and personal experiences of transferring students are likely to precipitate challenges.

The results of this study collaborate the findings of Tight (2020) that found that students' engagement plays a pivotal role in determining the extent of their satisfaction with the quality of education that they receive in universities. Student who are not satisfied with the quality of education that they receive tend to be those who are less engaged in academic and non-academic matters by their institutions. Indeed, encouraging student engagement is key in achieving all the other educational processes among the first-year learners.

This study agrees with Kirk-Kuwaye and Kirk-Kuwaye (2007) who suggested that some institutions of higher learning do not understand how to offer adequate student support through constructive engagement and hence not able to retain them. Their study suggested that students should be given adequate avenues for engagement in order to feel satisfied with the study environment and concentrate in their studies.

The results of this study collaborate the findings of Krause and Coates (2008) who explored seven aspects of student engagement among the first-year campus-based students in Australia. According to Krause and Coates (2008), student engagement deals with the extent to which they are involved in activities of research (something that is also associated with the learning quality). The extent in which students are involved in educationally matters that are closely associated with their learning outcomes is a key aspect of student engagement. First year student requires a lot of engagement in the course of their education and knowledge generation. From student engagement view point, quality learning is also dependent on the way the universities and its staff are involved in supporting conditions that inspire and reassure student involvement. Student engagement incorporate academic and non-academic/social aspects of their

learning experiences. Proper student engagement includes an understanding of the nexus between students and the university as an institution. Universities are responsible for fashioning a conducive environment that make knowledge transfer possible, through student engagement. Students tend to heighten their effort to transfer out of an institution that is characterized by absence of well-guided student engagement activities.

The findings of this study agree with Murphy and Stewart (2017) who found that the inability for host institutions to relate academic experiences and engagement in their previous institutions is a matter of concern and a cause for higher mobility among students in universities. According to Murphy and Stewart (2017), although there are other factors that influence student mobility between institutions of higher learning (for instance, number of credits relocated, number of former institutions attended, and time between enrolments, customer care practices), student engagement is a factor that an institution can easily control and thus candidate for more priority.

This study is consistent with the findings of Taylor and Wendy (2021) who investigated key some issues surrounding the transfer of students in learning institutions. It was found that student engagement and involvement are integral to remedying some of the common barriers associated with transfer outcomes.

This study agrees with Kampfe et al. (2016) who executed an in-depth examination of student engagement and found that it positively influences retention in honors programmes. Inclusion of students in honors programs is an important determinant for their liking of an academic institution and their ability to be retained. Student

engagement requires proper coordination by departments that deal with students directly. Understanding the positive and negative impacts of student engagement on preference of being placed in particular universities and not the others is therefore timely.

The findings of this study are also in agreement with Wang et al. (2021) who observed that institutions that work closely with students and engagement them in many activities have the advantage of retaining their students, in addition to gaining increased numbers from students who transfer from other institutions. Student involvement throughout the various stages of academic period in an institution offers opportunities for solidifying the relationship between students and their institutions.

4.7 Influence of quality of learning on student mobility in private universities in Kenya

The third objective sought to investigate whether quality of learning is a reason for choice for student mobility in private universities in Kenya.

Majority of the student respondents approved on the statement that there are very few issues of missing marks. Those who approved with the statement comprised a cumulative of 78.8% with 43.6% agreeing and an additional 35.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 13.3%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that there are very few issues of missing marks was 3.98 with a standard deviation of 1.06.

Majority of the student respondents approved on the statement that the reputation of the university faculty is above board. Those who approved with the statement comprised a cumulative of 73.4% with 38.2% agreeing and an additional 35.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6.6%. About 20% were neutral. On a scale of 1 - 5, an average student rating of the statement that the reputation of the university faculty is above board was 3.99 with a standard deviation of 0.99.

Majority of the student respondents approved on the statement that they consider their current university ranking as high compared to other private universities. Those who approved with the statement comprised a cumulative of 73.3% with 40.6% agreeing and an additional 32.7% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 18.8%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that they consider their current university ranking as high compared to other private universities was 3.87 with a standard deviation of 1.09. See Table 4.17.

Table 4. 17

Quality of learning

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev
Missing marks	5 (3.0)	17 (10.3)	13 (7.9)	72 (43.6)	58 (35.2)	165 (100)	3.98	1.06
Good faculty reputation	5 (3.0)	6 (3.6)	33 (20.0)	63 (38.2)	58 (35.2)	165 (100)	3.99	0.99
Current university ranking	1 (0.6)	30 (18.2)	13 (7.9)	67 (40.6)	54 (32.7)	165 (100)	3.87	1.09
Attracts many international students	10 (6.1)	38 (23.0)	22 (13.3)	61 (37.0)	34 (20.6)	165 (100)	3.43	1.22
Overall reputation of quality	1 (0.6)	14 (8.5)	21 (12.7)	75 (45.5)	54 (32.7)	165 (100)	4.01	0.92
The status of a degree is high	5 (3.0)	13 (7.9)	13 (7.9)	92 (55.8)	42 (25.5)	165 (100)	3.93	0.96
Higher education quality	1 (0.6)	14 (8.5)	25 (15.2)	83 (50.3)	42 (25.5)	165 (100)	3.92	0.89
High employability prospects of graduate	1 (0.6)	13 (7.9)	37 (22.4)	68 (41.2)	46 (27.9)	165 (100)	3.88	0.93
Useful linkages rated universities	1 (0.6)	9 (5.5)	33 (20.0)	84 (50.9)	38 (23.0)	165 (100)	3.90	0.84
Multiple learning & teaching approaches	1 (0.6)	1 (0.6)	5 (3.0)	100 (60.6)	58 (35.2)	165 (100)	4.29	0.62
Up-to-date research facilities	9 (5.5)	30 (18.2)	18 (10.9)	78 (47.3)	30 (18.2)	165 (100)	3.55	1.14
Well-equipped library	26 (15.8)	30 (18.2)	13 (7.9)	62 (37.6)	34 (20.6)	165 (100)	3.29	1.39
Offers high quality services to its students	13 (7.9)	18 (10.9)	5 (3.0)	99 (60.0)	30 (18.2)	165 (100)	3.70	1.13
I consider that the university offers a lot of value in its education	1 (0.6)	9 (5.5)	13 (7.9)	75 (45.5)	67 (40.6)	165 (100)	4.20	0.85
Overall							3.85	0.69

Majority of the student respondents approved on the statement that their university

attracts many international students. Those who approved with the statement comprised

a cumulative of 57.6% with 37% agreeing and an additional 20.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 29.1%. About 13.3% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university attracts many international students was 3.43 with a standard deviation of 1.22.

Majority of the student respondents approved on the statement that their university has overall reputation of quality. Those who approved with the statement comprised a cumulative of 78.2% with 45.5% agreeing and an additional 32.7% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 9.1%. About 12.7% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university has overall reputation of quality was 4.01 with a standard deviation of 0.92.

Majority of the student respondents approved on the statement that the status of a degree from their university is high compared to other private universities. Those who approved with the statement comprised a cumulative of 81.3% with 55.8% agreeing and an additional 25.5% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 10.9%. About 7.9% were undecided. On a scale of 1 - 5, an average student rating of the statement that the status of a degree from their university is high compared to other private universities was 3.93 with a standard deviation of 0.96.

Majority of the student respondents approved on the statement that their university's higher education quality is above board. Those who approved with the statement

comprised a cumulative of 75.8% with 50.3% agreeing and an additional 25.5% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 9.1%. About 15.2% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university's higher education quality is above board was 3.92 with a standard deviation of 0.89.

Majority of the student respondents approved on the statement that the employability prospects of graduate from the university are high. Those who approved with the statement comprised a cumulative of 69.1% with 41.2% agreeing and an additional 27.9% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 8.5%. About 22.4% were neutral. On a scale of 1 - 5, an average student rating of the statement that the employability prospects of graduate from the university are high was 3.88 with a standard deviation of 0.93.

Majority of the student respondents approved on the statement that their university has useful linkages with other highly rated universities. Those who approved with the statement comprised a cumulative of 73.9% with 50.9% agreeing and an additional 23% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6.1%. About 20% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university has useful linkages with other highly rated universities was 3.9 with a standard deviation of 0.84.

Majority of the student respondents approved on the statement that their university embraces multiple learning and teaching approaches that are useful to them. Those who approved with the statement comprised a cumulative of 95.8% with 60.6% agreeing

and an additional 35.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 1.2%. About 3% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university embraces multiple learning and teaching approaches that are useful to them was 4.29 with a standard deviation of 0.62.

Majority of the student respondents approved on the statement that their university has up-to-date research facilities. Those who approved with the statement comprised a cumulative of 65.5% with 47.3% agreeing and an additional 18.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 23.7%. About 10.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university has up-to-date research facilities was 3.55 with a standard deviation of 1.14.

Majority of the student respondents approved on the statement that their university has a well-equipped library. Those who approved with the statement comprised a cumulative of 58.2% with 37.6% agreeing and an additional 20.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 34%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university has a well-equipped library was 3.29 with a standard deviation of 1.39.

Majority of the student respondents approved on the statement that their university offers high quality services to its students. Those who approved with the statement comprised a cumulative of 78.2% with 60% agreeing and an additional 18.2% strongly

agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 18.8%. About 3% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university offers high quality services to its students was 3.7 with a standard deviation of 1.13.

Majority of the student respondents approved on the statement that they consider that their university offers a lot of value in its education. Those who approved with the statement comprised a cumulative of 86.1% with 45.5% agreeing and an additional 40.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6.1%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that they consider that their university offers a lot of value in its education was 4.2 with a standard deviation of 0.85.

Most of the respondents scores on perceived quality of learning in their universities ranged between 4 -5 (52.1%) and 3 – 4 (39.4%) as summarized in Table 4.26.

Table 4. 18

Summary of Students' Rating of the Perceived Quality of Learning in their Universities

Quality of learning scores	Frequency	Percentage
1-1.99	1	0.6%
2-2.99	13	7.9%
3-3.99	65	39.4%
4-5.00	86	52.1%
Total	165	100.0%

The overall students' rating of the perceived quality of learning in their universities (on a scale of $1 - 5$) was a mean of 3.85 with a standard deviation of 0.69. This study sought to determine if there was significant difference in the students' rating of the perceived quality of learning in their universities and analysis done using independent samples t-test. Therefore t-test was used as a means to compare the ratings of those willing and not willing as affected by their quality of learning. The results are summarized in Table 4.27.

Table 4. 19

T-test results for the comparison of students' rating of the perceived quality of learning in their universities between those willing and those not willing to transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No	131	4.215	0.042	0.486	4.131	4.299
Yes	34	2.921	0.123	0.717	2.671	3.171
Combined	165	3.949	0.059	0.753	3.833	4.064

Note: Mean difference = 1.294; Standard error = 0.104; P-value = 0.000; t = 12.437; df = 163

4.7.1 Influence of quality of learning on student mobility

This study sought to assess the influe4nce of quality of learning on students' mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho3: Quality of learning does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression. The choice of binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary. Table 4.28 shows the influence of quality of learning on students' mobility in private universities.

Table 4. 20

Influence of quality of learning on students' mobility in private universities

Willingness to transfer	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Quality of learning	-4.128	0.760	-5.430	0.000	-5.618	-2.639
_cons	13.792	2.747	5.020	0.000	8.408	19.175

Log likelihood = -37.93; LR chi2(1) = 92.01; Prob > chi2 = 0.000; Pseudo R2 = 0.548

The log likelihood for the fitted model (-37.93) and the likelihood ratio chi-square value of 92.01 (Prob> chi2 = 0.000) indicate that the model parameters (the independent variable and the constant) are jointly significant at 5%. The Pseudo R2 of 0.548 imply that about 54.8% of the students' willingness to transfer from one private university to another could be attributed to the quality of learning (the independent variable). Pseudo R2 of 0. 548 meet the statistical threshold confirming that the willingness to transfer from one private university to another among the sampled students was well attributed to students' rating of the perceived quality of learning in their universities. The

coefficient of quality of learning (-4.128) was statistically significant at 5% level. This implies that the null hypothesis, "Quality of learning does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected. Therefore, quality of learning significantly influences student's mobility in private universities in Nairobi County in Kenya.

One registrar from a church-sponsored private university in Nairobi explained:

> *The greatest course for student transfer from one institution to another is the perception of the quality of learning available in their current institution as compared to the institution that they seek to transfer into. Students note with a great concern when they are not accorded quality learning by their institutions. The greatest triggers into students mind on the quality of learning that they receive include consistency of classes, completion of syllabuses, competency of lecturers and lack of missing marks.*

In one of the institutions where there were very few students wanting to transfer out of the institution, the registrar reported:

> *In this university, enrolment is on a gradual increase. In fact, this year we have 20% increase in enrolment We are actually forced to expand some of our facilities such as the library in order to accommodate the increasing numbers. We are also planning to expand our computer laboratory and build additional hostels.*

In one of the institutions where there were many students wanting to transfer out of the institution, the registrar reported:

> *A key challenge with our education system is lack of adequate lecturers. We mostly make use of part-time lecturers rather than our own staff. This makes it very hard to control the quality of learning. There are rare meetings among the teaching staff as well as minimal agreement on the welfare of the institution. Halls are extremely crowded when common university courses are delivered. In fact, the quality of physical facilities is in jeopardy. We have very few facilities that are needed for good learning (chairs, tables, books and electronic materials which are necessary for university learning.*

The researcher asked about the quality of the teaching force in the sampled universities. One of the registrars who was a key informant inn a university where more students were expressing willingness to transfer remarked:

> *In this university we have an acute shortage of lecturers. Most of our staff are leaving and getting absorbed in other universities. Our current staff are not paid promptly for work done. Most of them are part-time lecturers.*

The mean difference in the scores on students' rating of the perceived quality of learning in their universities (between those willing to transfer and those not willing) was computed as 1.294. The mean difference is depicted in Figure 4.4.

Figure 4. 4

Comparison of students' rating of the perceived quality of learning in their universities between those willing and those not willing to transfer
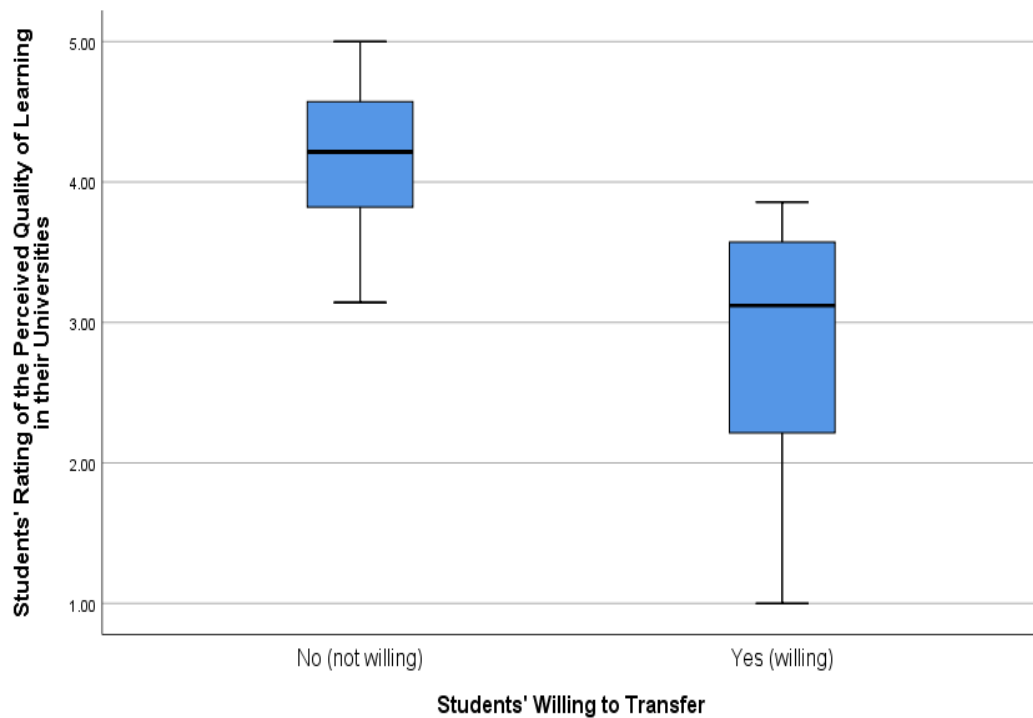
The calculated t-value of 12.437 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level ($p<0.05$). This implies that quality of learning significantly influences student mobility in private universities in Nairobi, Kenya.

The findings of this study agree with Cañado (2015) who recorded that the greatest reasons why students move from one institution to another in their higher education is search for quality education. According to Cañado (2015), the aspect of quality pervades all aspects of the university. Increased student mobility is therefore associated with search for opportunity for universities that can offer quality education. Most

students choose universities on the basis of the perceived quality of education that it offers.

The findings of this study are also consonant with van Bouwel and Veugelers (2009) who argued that the quality of leaning takes preeminence among students' choices of colleges since to most of them, education is an asset that increases their potential and provides opportunities for them to thrive in the labour market. Consequently, students engage their financial resources hoping to increase their chances for employment in the future. It is in this regard that most students choose to enroll in institutions where they are convinced that quality is offered in the hope of yielding them higher returns in the future.

The findings of this study are also in agreement with Luciano (2014) who examined the learning value in higher education institutions and its influence on student mobility. In their findings, it was noted that student mobility is influenced by quality of learning. According to Luciano (2014), the quality of the curriculum constitutes the framework that seizes the sum total of the students' educational experiences including the university goals and objectives; learning content organization; pedagogic strategies; learning activities; exploitation of resources; spatial issues and assessment of achievement.

The findings of this study are in agreement with McCowan (2018) who according to his study, quality of learning is a major determinant on the students' preferences that related to academic institutions of their choice. Quality in an institution of higher learning is characterized by elements of participation, practices and results. Hence,

attention ought to be paid to the preliminary substructure and employees provided by these institutions.

The findings of this study agree with Aleshkovski et al. (2020) who according to them, quality of education is one of the key factors that is considered by most university students in their choice of academic institution and in determining whether to remain in the chosen institution for a long time till the completion of their educational goals. Quality of education is a major indicator of student and institutional success, in higher education. Quality of education is a primary indicator of institutional performance, especially in private universities. In order to survive in an environment where education is becoming expensive and hardly accessible to poor students, private universities are obliged to market themselves through their ability to offer high-notch education.

The results of this study agree with Yao-Chuan (2017) who argued that quality of learning is an important consideration that student make in choosing to remain in an academic institution or to transfer into another institution. Most student take campus image as a proxy for quality of learning. Campus image and quality of learning influences students' decision in remaining in an academic institution that they have been placed. Using a sample is international students studying in Taiwan with 210 students as respondents, it was found that, in the event the image is negative, most students make effort to transfer into institutions where the image is positive. Institutional image was observed to significantly influence on students' choices of studying at Taiwan University. This study uses the method of direct interview and questionnaire. Similarly, Saputro (2017) found that campus image significantly influenced students' decision in choosing a study institution as well as transferring

away from an institution. Even though the product or brand of the university is largely unknown, students often choose their institutions through the image of the campus.

The findings of this study concur with Kim et al. (2020) who according to them, quality education is a driving force in influencing student mobility in universities. Quality education is now viewed in a broader perspective, especially after covid 19 outbreak. The concept of quality education among institutions of higher learning has never gained interest among the stakeholders more than the way it did after the outbreak of covid 19. Though there was massive disruption of academic programmes in most universities, institutions that were able to implement drastic transformation programmes that could enhance the quality of higher education (HE) delivery through online platforms actually benefited a lot. On the other hand, institutions that were rigid in their programmes and could not offer quality higher education ended up losing a lot of their students. It therefore means that quality education is highly related with the material digitalization process in institutions of higher learning/universities.

The results of this study agree with Afful-Broni and Noi-Okwei (2010) who studied first year undergraduate students' decisions of choice of university in Ghana. The study findings showed clearly that the teaching quality was one of the reasons that students made a choice to join a particular university. Teaching quality was considered a universal reason that applied to all students irrespective of where they come from, in their choice of universities.

The findings of this study agree with World Bank (2019) which in one of its studies in the Kenyan context, found that the quality/standards in Kenyan universities is

associated with the trends in enrollment. One of the main reasons for students' mobility between institutions is the need to move in the institutions that offer quality education. According to the World Bank (2019), the number of academic staff found in most universities has grown disproportionately to the number of students joining these universities. Consequently, universities lack suitable staff to teach and this negatively affects the quality of the learning in universities and consequently numerous transfers.

The findings of this study are consistent with Alexander (2015) who asserted that quality education refers to the kind of education that gives students the knowledge and skills they need for the job market. Alexander (2015) argued that in many instances, quality of learning education has even wider benefits including its potential to develop individuals in ways that help develop society more broadly. Students in institutions of higher learning often compete to get opportunities to study in universities that are known to offer quality higher education. A policy that is aimed at enhancing quality education should emphasize on student employability and the alleviation of labour shortages.

The findings of this study are consonant with Mukwambo (2020) who found that universities need to work hard in producing quality graduate who up to task in job market. Education system should be more inclined towards quality education delivery than just teaching. Proper education system in a university setup should also be able to guide a student on the soundness of various choices that can be made in the course of their career practice. Proper education system should instill qualities that can enable graduates to deliver when employed in various sectors of the economy. The system should also support those students who intend to employ themselves rather than be

employed. Higher education among students should be a unique opportunity for gaining skills on how to make right choices in life. The outcome of higher education system should be graduates who are able to think critically. Institutions offering higher education should embrace good policies that support quality of learning among students.

This study agrees with Moorthy et al. (2019) who in their investigation of factors affecting students' choice of higher education institution in Malaysia, found that quality of learning is a major factor that influence students' mobility among institutions in their search of quality education. University reputation was observed to have a strong influence and persuasive power on student's University selection decisions since it was believed to be correlated with quality of learning.

The findings of this study agree with Mwebi and Simatwa (2013) who investigated the expansion of private Universities in Kenya and its implication on quality and completion rate. Mwebi and Simatwa (2013) examined the growth of non-governmental higher learning institution in Kenya. The effect on quality of education on the rate of completion was studies (and vice versa). It was discovered that the rate of student registration in private university was low where the completion rate was perceived to be too high. In addition, the likelihood of transferring from privately owned higher learning institution was minimal where the completion rate was not high. Universities that are highly affected by transfers are those without the necessary resources for quality learning in higher institutions. These facilities include: libraries, play grounds, hostels, lecture halls, health facilities and laboratories.

The findings of this study agree with Akinwumi (2008), McCowan (2018) and Ngolovoi (2008). Akinwumi (2008) explained that the quality of education in universities is threatened by the rising number of students' registration without the relative increment in the physical learning facilities. On the other hand, McCowan (2018) emphasized that, insufficient resources as well as personnel has contributed to poor quality of university education in Kenya. In addition, according to Ngolovoi (2008), over-working and lack of qualifications by some teaching staff is affecting the quality education offered in higher learning institutions.

The findings of this study agree with Kara et al. (2016), Kimathi and Henry (2014) and Okwakol (2008) in their separate investigations. Kimathi and Henry (2014) explained that facilities in Kenyan universities have failed to match the rising number of students registering. Lecture halls and office spaces are the most affected facilities. Due to this, private higher learning institutions had to advertise themselves as superior institutions in order to draw more students than the government universities who always admit many students in every academic year. Private higher learning institutions, are competing for students based on quality standards. Students in private universities pay a lot of fees. Therefore, it is the responsibility of the institution to offer quality education in order to justify the high fee they that they charge (Kara et al., 2016). On the other hand, Okwakol (2008) emphasized that majority of higher learning institutions lack physical learning resources such as classes, office, and library and laboratory spaces to provide conducive learning and teaching environment.

This study is consistent with Alexander (2015) who argued that excessive growth in enrolment has negative effects on the quality of education provided to students in

universities. The teaching, learning and academic environment is negatively affected when many learners are supposed to share limited resources. In extreme cases, learners are assessed in a sub-standard manner with some lecturers resorting into multiple choice tests, fill-in-the-blanks and short form answers as coping strategies to deal with huge population of students. When the workload is too much, most lecturers resort to delivering their teaching through more lectures and less student group work, research projects, individual or group presentations, laboratory sessions, in-class hands-on learning activities, field trips, role play, homework, case studies or dialogical interactions with students. In this context, lecturers are not able to identify struggling students, let alone schedule individual meetings with them in their teaching-learning process assistantship. Due to workload, overburdened lecturers reserve less time to engage in research or personal professional development, eventually lowering the quality of learning that they deliver.

The study by Mwebi and Simatwa (2013) agrees with this study. In their investigation, Mwebi and Simatwa (2013) discovered that 55% of laboratory equipment in higher learning institutions were not in good state to conduct experiments, thereby compromising on the quality of learning in private institutions of higher learning. As a result of this, only half of the experiments were conducted. In addition, most universities had not embraced the use of computers to run their teaching activities and to store student's information. Furthermore, poor quality was attributed to lack of utilization of the digital age computer assisted learning, web connectivity and network learning in offering quality education in higher learning institution.

This study is concurrent with Republic of Kenya (2006) who discovered that the quality of teaching and research in university is highly affected by the quality and availability of learning material especially information technologies. Furthermore, there is no match between the increasing number of students in higher learning institution and the expansion of physical resources and academic infrastructure. On the other hand, existing infrastructure in the universities are inadequate, broken and in bad state.

This study agrees with Gogo (2010) who found that only teaching staff with PhD should be allowed to conduct lectures in universities. According to Gogo (2010), quality of education is likely to be affected due to the lecturers' lack of competence. Most lecturers teach more than one university. Due to heavy workload, the lecturers are not able to deliver quality and are teaching students only to pass exams.

This study is consistent with Oketch (2009) and Odebero (2010) in their different studies. Oketch (2009) emphasized that some lecturers in the universities teach masters students yet they are not competent even in technical courses which requires experience to teach. On the other hand, staff retention is another challenge that is being overlooked in universities. Newly started higher learning institutions do not find it hard to get new teaching staff but once they are hired, they find it hard to retain them. Without permanent lecturers in the private universities, there will be no quality education. This is because the part time lecturer may leave for permanent jobs in other institutions and the university may end up employing unqualified teaching staff. In their bid for economic efficient, universities use less money while they generate more income (Odebero, 2010).

The findings of this study agree with Luciano (2014) who found that quality of education is directly related to students' mobility and enrolment in academic institutions. In the higher university sector, the quality of education is mostly linked with class size, effectiveness of assessment and availability of learning resources. Class size is computed as the number of students enrolled in a particular course or the number of learners that a teacher (lecturer) is responsible for. It is different from student to faculty ratio. The size of the class in higher education is considered as an important factor that determine the quality of learning and by extension, students' mobility (transfers from one institution to another).

The results of this study are consistent with McCowan (2018) findings that teaching skills, academic experience and level of commitment to teaching are important aspects that significantly influence the quality of teaching and learning in universities. Students who feel that they miss a good opportunity for high quality education tend to despise the learning institution where they are enrolled and eventually seek to transfer (when it is possible).

This study is consistent with Mbabazi (2013) who asserted that availability and access to teaching and learning resources is paramount in influencing the quality of education in universities. Some of the key teaching and learning resources that are of immense significance in most institutions include libraries, classrooms or lecture halls, laboratories, computers/laptops, and other ICT-related devices. Investment in teaching and learning resources is responsible for increased students' enrolment in most institutions. Poor teaching and learning resources often result in massive transfers from institutions as students seek to be placed in institutions where there are superior

resources. Overcrowding and resource constraints are the outcomes of universities that increases their student enrolment without a reciprocal increase in facilities' capacity.

This study concurs with Alexander (2015) who argued that excessive growth in enrolment negative affected the quality of education provided to students in universities. The teaching, learning and academic environment is negatively affected when many learners are supposed to share limited resources. In extreme cases, learners are assessed in a sub-standard manner with some lecturers resorting into multiple choice tests, fill-in-the-blanks and short form answers as coping strategies to deal with huge population of students. When the workload is too much, most lecturers resort to delivering their teaching through more lectures and less student group work, research projects, individual or group presentations, laboratory sessions, in-class hands-on learning activities, field trips, role play, homework, case studies or dialogical interactions with students. In this context, lecturers are not able to identify struggling students, let alone schedule individual meetings with them in their teaching-learning process assistantship. Due to workload, overburdened lecturers reserve less time to engage in research or personal professional development, eventually lowering the quality of learning that they deliver.

4.8 Influence of student's economic status on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

The fourth objective sought to examine the relationship between student's economic status and student's choice of mobility from one university to another in private universities in Nairobi County in Kenya. The results are summarised in Table 4.9.

Table 4. 21

Student's economic status

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev.
Financial aid (bursaries, scholarships, work-study)	13 (7.9)	24 (14.5)	24 (14.5)	65 (39.4)	39 (23.6)	165 (100)	3.56	1.22
Affordable fees	13 (7.9)	13 (7.9)	12 (7.3)	110 (66.7)	17 (10.3)	165 (100)	3.64	1.04
Flexibility of tuition fees payment arrangements	12 (7.3)	26 (15.8)	20 (12.1)	82 (49.7)	25 (15.2)	165 (100)	3.50	1.15
Affordable cost of living around the university	25 (15.2)	29 (17.6)	16 (9.7)	65 (39.4)	30 (18.2)	165 (100)	3.28	1.36
Equal accessibility of scholarship opportunities in the university	38 (23)	41 (24.8)	33 (20)	37 (22.4)	16 (9.7)	165 (100)	2.71	1.31
Overall							3.34	0.85

Majority of the student respondents approved on the statement that their university has greater availability of financial aid (bursaries, scholarships, work-study programmes). Those who approved with the statement comprised a cumulative of 63% with 39.4% agreeing and an additional 23.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 22.4%. About 14.5% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university has greater availability of financial aid (bursaries, scholarships, work-study programmes) was 3.56 with a standard deviation of 1.22.

Majority of the student respondents approved on the statement that their university fees is affordable. Those who approved with the statement comprised a cumulative of 77% with 66.7% agreeing and an additional 10.3% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 15.8%. About 7.3% were neutral. On a scale of 1 - 5, an average student rating of the statement that their university fees were affordable was 3.64 with a standard deviation of 1.04.

Majority of the student respondents approved on the statement that there is flexibility of tuition fees payment arrangements in their university. Those who approved with the statement comprised a cumulative of 64.9% with 49.7% agreeing and an additional 15.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 23.1%. About 12.1% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is flexibility of tuition fees payment arrangements in their university was 3.5 with a standard deviation of 1.15.

Majority of the student respondents approved on the statement that the cost of living around their university is affordable. Those who approved with the statement comprised a cumulative of 57.6% with 39.4% agreeing and an additional 18.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 32.8%. About 9.7% were neutral. On a scale of 1 - 5, an average student rating of the statement that the cost of living around their university is affordable was 3.28 with a standard deviation of 1.36.

Majority of the student respondents disapproved on the statement that there is greater availability of scholarship opportunities in their university. Those who disapproved with the statement comprised a cumulative of 47.8% with 24.8% disagreeing and an

additional 23% strongly disagreeing. The proportion of respondents who approved with the statement was a cumulative of 32.1%. About 20% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is greater availability of scholarship opportunities in their university was 2.71 with a standard deviation of 1.31.

Most of the students' rating on the attractiveness of their universities to their economic status ranged between 3 – 3.99 (49.7%) and 4 -5 (27.9%) as summarized in Table 4.10.

Table 4. 22

Students' Rating on the Attractiveness of their Universities to their Economic Status

Scores	Frequency	Percentage
1-1.99	17	10.3%
2-2.99	20	12.1%
3-3.99	82	49.7%
4-5.00	46	27.9%
Total	165	100.0%

Note: Upper class limit not include

The overall students' rating on the attractiveness of their universities to their economic status (on a scale of 1 – 5) was a mean of 3.34 with a standard deviation of 0.85.

Test of hypothesis 4 (H04) on influence of economic status on student's mobility

This study sought to assess the influence of economic status on student's mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho4: Economic status does not significantly influence student's mobility

in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression. The choice of binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary. Table 4.11 shows the influence of economic status on student's mobility in private universities.

Table 4. 23

Influence of economic status on student's mobility in private universities

Willingness to transfer	Coef.	Std. Err.	Z	P>z	[95% Conf. Interval]	
Economic status	-0.163	0.221	-0.740	0.460	-0.595	0.269
_cons	-0.811	0.746	-1.090	0.277	-2.274	0.651

Log likelihood = -83.67; LR chi2(1) = 0.54; Prob > chi2 = 0.464; Pseudo R2 = 0.0032

The log likelihood for the fitted model of -83.67 and the likelihood ratio chi-square value of 0.54 (Prob> chi2 = 0.464) indicate that the model parameters (the independent variable and the constant) are not jointly significant at 5%. The Pseudo R2 of 0.0032 imply that it is only 0.3% of the students' willingness to transfer from one private university to another that could be attributed to economic status (the independent variable). Therefore, Pseudo R2 of 0.0032 does not meet the statistical threshold confirming that the willingness to transfer from one private university to another among the sampled students was not well attributed to their rating on the attractiveness of their universities to their economic status. The coefficient of economic status (-0.163) was not statistically significant at 5% level. This implies that the null hypothesis, "economic status does not significantly influence student's mobility in private universities in Nairobi County in Kenya" should not be rejected.

One registrar in a faith based private university in Nairobi explained:

> *A mis-match between the university fee structure (as well as the cost of living) and student economic status is one of the major reasons why students seek to transfer from one private institution to another. Students from low socio-economic status backgrounds sometimes feel that the fee requirement is too high for them to afford. In response, some students make as much effort as they can to seek transfer into an affordable institution.*

A registrar in a church-sponsored private university in Nairobi explained:

> *It is very common to find students who face economic challenges due to mistake of not considering all the relevant costs of their education. Some students only consider the tuition fee and ignore the rest of the cost items. When students (or even their parents/guardian) are considering to invest in university education, it is necessary to consider the tution fee against other costs such as living/upkeep requirements. Some institutions are located in the environs with very high living cost that could affect the affordability of the education that they offer. It is common to save on the tuition fee, but experience huge costs on key necessities (food, transport, accommodation, supplies, clothing, etc)..*

This study sought to determine if there was significant difference in the students rating of their universities attractiveness to their economic status and analysis done using

independent samples t-test. Therefore t-test was used as a means to compare the ratings of those willing and not willing as affected by their economic status. The results are summarized in Table 4.12.

Table 4. 24

T-test results for the comparison of students' rating on the attractiveness of their universities to their economic status between those willing and those not willing to transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No (not willing)	131	3.362	0.072	0.825	3.219	3.504
Yes (willing)	34	3.241	0.163	0.948	2.910	3.572
Combined	165	3.337	0.066	0.850	3.206	3.468

Note: Mean difference = 0.121; Standard error = 0.164; P-value = 0.463; t = 0.737; df = 163

The mean difference in the scores on students' rating of the attractiveness of their universities to their economic status (between those willing to transfer and those not willing) was computed as 0.121. The mean difference is depicted in Figure 4.5.

Figure 4. 5

Comparison of students' rating on the attractiveness of their universities to their economic status between those willing and those not willing to transfer
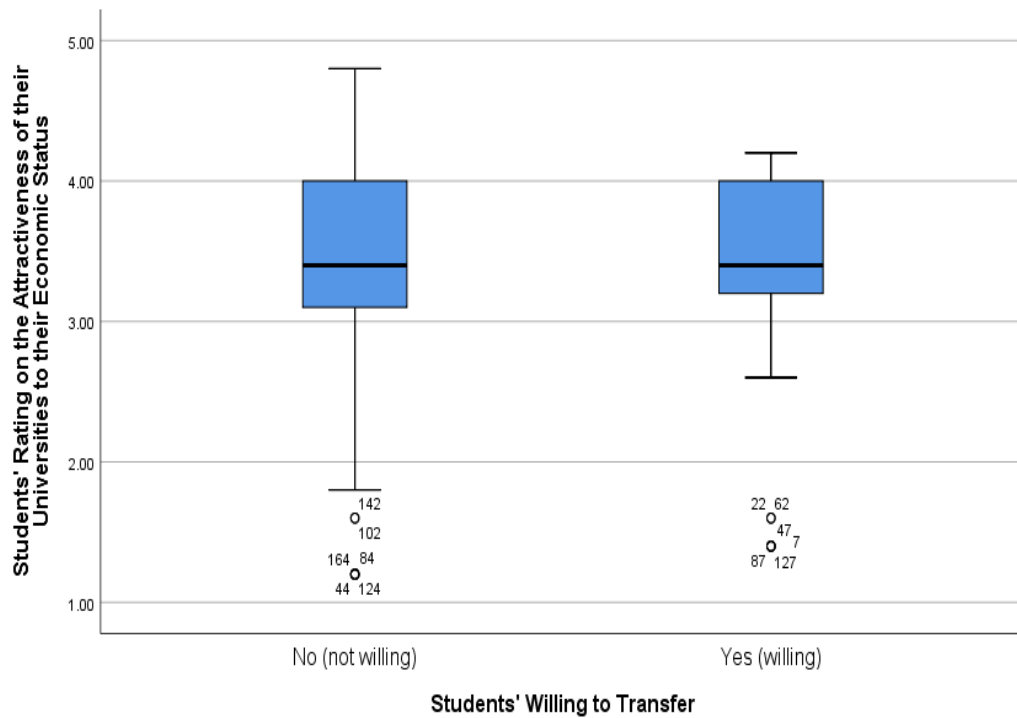
The calculated t-value of 0.737 at 163 degrees of freedom indicate that the mean difference was not statistically significant at 5% level (p=0.463). This implies that economic status does not influence student mobility in private universities in Nairobi, Kenya.

The findings of this study are not consistent with Choudaha and DeWit (2015) who found that economic status of an individual (their own or their family's) affect their making of decision especially in academic matters such as which institution to partake the studies from. Consequently, according to Choudaha and DeWit (2015), individual's

or family's financial ability as influenced by their income and occupation is capable of influencing the mobility of students in private universities.

The results of this study are also not consistent with Chiswick and Miller (2011) who argued that individuals' financial position perpetuate their social class and will generally contribute to the transmission of cultural elements such as perceptive functioning, that contribute to commercial success. Consequently, financial position may affect decisions such as choice of institutions of academic learning. Offspring who inherit social group memberships may enhance their income and ownership of property as well as their likelihood to make certain decisions such as where to go for their studies.

The findings of this study do not agree with Simiyu (2001) who found that some of the decisions in life (for instance, the choice of study institution) are influenced by family income as described by the sum total of wages, salaries, profits and rents received by members of a family. Other sources of family income can also include monetary benefits from self-employment, social security schemes, retirement benefits, interests or dividends, royalties, trusts, or familial financial assistance.

The findings of this study are also inconsistent with Choudaha and DeWit (2015) who argued that low-income earners concentrate on meeting immediate needs and rarely accrue wealth that could be inherited by their offspring. Such earner and their offspring always result in being in institutions (including for academic studies) where they can afford or have access to support such as scholarships. On the other hand, families with higher incomes can build up resources and concentrate on meeting immediate needs, while also enjoying luxuries.

The results of this study disagree with Lareau (2013) who opined that there is a nexus between low income and little education and variety of physical and mental health problems among the low-income group. According to Lareau (2013), middle class parents are able to use concerted cultivation, where they become active participants in their children's education as a means of developing a sense of power through active engagement. Further, Laureau (2013) suggests that those in low-income group rarely engage in the children's education actively resulting in a sense of constraint.

The findings of this study also disagree with Marmot (2014) who found that inadequate resources contribute significantly in a student's decision making with regard to enrolment into university. Students in such circumstances are hesitant to be mobile because they fear losing financial support from beneficiaries or part-time employment. When such students receive financial support from funding institutions, the financial burden is somewhat alleviated and they are more able to settle down in studies.

The findings of this study are also inconsistent with Mogambi (2013) who found that low economic status of students bears significant influence on their decision to move from expensive institutions of higher learning to those of a lower calibre with less tuition fees. The link between poverty and mobility is a complicated one and apart from influencing mobility, poverty seems to coexist with mobility.

This study also disagrees with Marmot (2014) who according to their study, a significant number of students in mid-school year whose households were under the poverty line moved to other institutions. According to the results from the U.S Census in 2008-2009, students from poor backgrounds preferred to transfer to cheaper schools.

Similarly, Ihrke et al. (2011) shows that 26.5% of poor people below the poverty line moved their children from one school to another (mainly from middle level-cost schools to low-cost schools) while about ten per cent (11.7%) of people who live one hundred and fifty percent above the poverty line also moved their children (mainly from low-cost schools to middle level-cost schools).

The results of this study disagree with Choudaha and DeWit (2015) who found that a good student's economic status caused international mobility from institutions of low profile to institutions of high profile and expensive especially those ones in the developed countries such as Europe and U.S.A. There was an increase in contributions made by international students from $ 24 billion in 2013 to $ 27 billion in 2014 $27 billion dollars to the U.S.A economy due to this reason. The growth in student population was attributed to the entry of students from upper-middle-income economies as well as countries that provide their citizens with substantial scholarship in a national programme. Pull factors associated with incoming students include higher value of education, improved living surroundings and robust labour market demand which have acted as motivations for the expanded student mobility into the USA.

Many studies have shown that students are becoming more aware of the cost of the money they invest when choosing to become internationally students (Anderson & Bhati, 2012; Clavel, 2015; Paton, 2014). According to Anderson and Bhati (2012), for instance, students consider price-related matters as more seriously than other factors impelling intercontinental students' selection of the university. Moreover, in the context of India, more students chose Singaporean institutions as a replacement for Australian ones since they found the fees to be lower in Singapore than it was in Australia. It was

for this same reason that the number of international students choosing the UK decreased (Paton, 2014).

The findings of this study disagree with Millea et al. (2018) who found that student economic status can be a major reason why some can leave one academic institution in a bid to join another institution. In fact, their economic status plays a crucial initial role in determining which institutions they can seek to be enrolled in and those they cannot be enrolled in. search of scholarships and expectations of financial aid is a major determinant among several students in choosing an institution of higher learning as well as subsequent transfer requests. Scholarships are used to reward students who demonstrate academic achievement in an educational programme. In terms of economic benefits, most scholarships appeal to students from low and middle socio-economic status backgrounds.

The results of this study agree with Rashid et al. (2015) who in an evaluation study at Bangladesh Open University, involving diploma students in Computer Science and Application Programme. Rashid et al. (2015) studied the status of students' enrolment, in the programme. Other aspects such as dropout and completion rates were also covered. The study was keen on the factors that attract or pull students from being enrol in the programme (making them dropout from partaking the programme). It was found that there were several push factors among students, especially their financial ability.

The findings of this study disagree with UNESCO Institute of Statistics (2009) that observed that economic factors influence students' choice of academic institution and their mobility thereof. The report noted that in Africa, most students as well as their

families cannot manage to pay for the fees along with costs of living charged by foreign universities and therefore if students do go overseas, rising numbers are going to bordering countries rather than to North America or Europe. All factors remaining constant, the issue of cost influence students' choice to study at home.

The findings of this study are not consistent with Jerrim et al. (2015) who investigated the determinants of cross-country mobility of student in developing countries. The study demonstrated that children from low-income families were less likely to enter a high-status college and that this phenomenon is spread across countries.

The results of this study also do not agree with Kishun (2011) who analysed developments in student mobility within the African continent. This baseline survey captured trends in Egypt, Botswana, Ethiopia, Kenya, Ghana, Mauritius, Tanzania, Nigeria, Mozambique, South Africa and Senegal. The study found that the growth of the tertiary education sector in African countries is hampered by both economic and systemic issues. As a result, many students have opted to move from one country to another seeking quality education.

The results of this study also disagree with Kritz, (2013), Sehoole (2011) and Wei (2013) who asserts that global student mobility (especially with regard to the movement of students from Africa) can be attributed to numerous push factors such as student perceptions of the low quality of education; lack of funding in the home country; high student/lecturer ratios; and the low worth attached to qualifications acquired from local institutions.

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The results of this study disagree with Robson (2012) who asserted that university students' mobility has thrived in the face of exponential growth in the demand for higher education in East Africa, partly due to economic factors. Njuguna and Itegi (2013) detected that Kenya plays host to a reasonable number of students from neighboring countries as they come to advance their need for higher education through favorable economic status in the country. Njuguna and Itegi (2013) further established several pull factors (that influence student's mobility across countries in the region) including flexible admission policies, inexpensive tuition fee, parental/sponsor preference, nearness to home, and simple immigration processes that motivated foreign students to study in Kenya.

4.9 Influence of course completion time on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

The fifth objective sought to evaluate the relationship between the course completion time and student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

Majority of the student respondents approved on the statement that courses completion rate is higher in their university. Those who approved with the statement comprised a cumulative of 83.6% with 49.7% agreeing and an additional 33.9% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6%. About 10.3% were neutral. On a scale of 1 - 5, an average student rating of the statement that courses completion rate is higher in their university was 4.08 with a standard deviation of 0.91.

Table 4. 25

Course completion time

	SD	D	N	A	SA	Total	Mean	Std. Dev
Higher courses completion rate	5 (3.0)	5 (3.0)	17 (10.3)	82 (49.7)	56 (33.9)	165 (100)	4.08	0.91
Minimal chances for dropping out	1 (0.6)	13 (7.9)	13 (7.9)	81 (49.1)	57 (34.5)	165 (100)	4.09	0.89
Keenness in following course completion progress	1 (0.6)	5 (3.0)	20 (12.1)	80 (48.5)	59 (35.8)	165 (100)	4.16	0.80
Easy processing of credit transfers	5 (3.0)	13 (7.9)	29 (17.6)	80 (48.5)	38 (23.0)	165 (100)	3.81	0.98
Adequate workload per semester	5 (3.0)	5 (3.0)	9 (5.5)	79 (47.9)	67 (40.6)	165 (100)	4.20	0.91
Common courses verses departmental courses are balanced	1 (0.6)	5 (3.0)	9 (5.5)	88 (53.3)	62 (37.6)	165 (100)	4.24	0.74
Strict adherence to timelines	1 (0.6)	4 (2.4)	13 (7.9)	93 (56.4)	54 (32.7)	165 (100)	4.18	0.73
Overall							4.11	0.64

Majority of the student respondents approved on the statement that there are minimal chances that they can drop out of their university. Those who approved with the statement comprised a cumulative of 83.6% with 49.1% agreeing and an additional 34.5% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 8.5%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that there are minimal chances that they can drop out of their university was 4.09 with a standard deviation of 0.89.

Majority of the student respondents approved on the statement that the university is keen in following-up on course completion progress. Those who approved with the statement comprised a cumulative of 84.3% with 48.5% agreeing and an additional 35.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 12.1% were neutral. On a scale of 1 - 5, an average student rating of the statement that the university is keen in following-up on course completion progress was 4.16 with a standard deviation of 0.8.

Majority of the student respondents approved on the statement that credit transfers are easily processed in the university. Those who approved with the statement comprised a cumulative of 71.5% with 48.5% agreeing and an additional 23% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 10.9%. About 17.6% were neutral. On a scale of 1 - 5, an average student rating of the statement that credit transfers are easily processed in the university was 3.81 with a standard deviation of 0.98.

Majority of the student respondents approved on the statement that the workload per semester is adequate to help them complete their course on time. Those who approved with the statement comprised a cumulative of 88.5% with 47.9% agreeing and an additional 40.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 6%. About 5.5% were neutral. On a scale of 1 - 5, an average student rating of the statement that the workload per semester is adequate to help them complete their course on time was 4.2 with a standard deviation of 0.91.

Majority of the student respondents approved on the statement that there is a good balance between the University common courses verses departmental courses. Those who approved with the statement comprised a cumulative of 90.9% with 53.3% agreeing and an additional 37.6% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 5.5% were neutral. On a scale of 1 - 5, an average student rating of the statement that there is a good balance between the University common courses verses departmental courses was 4.24 with a standard deviation of 0.74.

Majority of the student respondents approved on the statement that the university adheres to strict timelines for coursework. Those who approved with the statement comprised a cumulative of 89.1% with 56.4% agreeing and an additional 32.7% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3%. About 7.9% were neutral. On a scale of 1 - 5, an average student rating of the statement that the university adheres to strict timelines for coursework was 4.18 with a standard deviation of 0.73.

Most of the students' rating of their university effectiveness in course completion time ranged between 4 -5 (69.1%) and 3 – 3.99 (27.3%) as summarized in Table 4.22.

Table 4. 26

Students' rating of their university effectiveness in course completion time

Scores	Frequency	Percentage
1-1.99	1	0.6%
2-2.99	5	3.0%
3-3.99	45	27.3%
4-5.00	114	69.1%
Total	165	100.0%

The overall students' rating of their university effectiveness in course completion time (on a scale of 1 – 5) was a mean of 4.11 with a standard deviation of 0.64.

Test of hypothesis 5 (H_{05}) on influence of course completion time and student's mobility

This study sought to assess the influence of course completion time on students' mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho5: Course completion time does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression. The choice of binary logistic regression was justified because the dependent variable (willingness and non-willingness to transfer from one institution to another) was binary. Table 4.23 shows the influence of course completion time on students' mobility in private universities.

Table 4. 27

Influence of course completion time on students' mobility in private universities

Willingness to transfer	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Course completion time	-3.099	0.610	-5.080	0.000	-4.295	-1.903
_cons	10.800	2.362	4.570	0.000	6.169	15.430

Note: Log likelihood = -57.28; LR chi2(1) = 53.30; Prob > chi2 = 0.000; Pseudo R2 = 0.318

The log likelihood for the fitted model (-57.28) and the likelihood ratio chi-square value of 53.30 (Prob> chi2 = 0.000) indicate that the model parameters (the independent variable and the constant) are jointly significant at 5%. The Pseudo R2 of 0.318 imply that about 31.8% of the students' willingness to transfer from one private university to another could be attributed to course completion time (the independent variable). Pseudo R2 of 0.318 meet the statistical threshold confirming that the willingness to transfer from one private university to another among the sampled students was well attributed to students' rating of their university effectiveness in course completion time. The coefficient of course completion time (-3.099) was statistically significant at 5% level. This implies that the null hypothesis, "Course completion time does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected. Therefore, course completion time significantly influence student's mobility in private universities in Nairobi County in Kenya.

One registrar from a faith-based private university in Nairobi explained:

It is the aspiration of every student that after partaking the course that they are enrolled in, they will finally graduate and get an opportunity to practice their career either through self-employment or through formal employment. Most students endeavour to be in institutions whose course completion time is shorter. Student will most likely seek transfer whenever they feel that they could be in another institution that is able to shorten their course completion.

This study sought to determine if there was significant difference in the students' rating of their university effectiveness in course completion time and analysis done using independent samples t-test. The results are summarized in Table 4.24.

Table 4. 28

T-test results for the comparison of students' rating of their university effectiveness in course completion time between those willing and those not willing to transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No	131	4.284	0.040	0.456	4.205	4.362
Yes	34	3.437	0.135	0.785	3.163	3.711
Combined	165	4.109	0.050	0.638	4.011	4.207

Note: Mean difference = 0.847; Standard error = 0.104; P-value = 0.000; t = 8.161; df = 163

The mean difference in the scores on students' rating of their university effectiveness in course completion time (between those willing to transfer and those not willing) was computed as 0.847. The mean difference is depicted in Figure 4.6.

Figure 4. 6

Comparison of students' rating of their university effectiveness in course completion time between those willing and those not willing to transfer
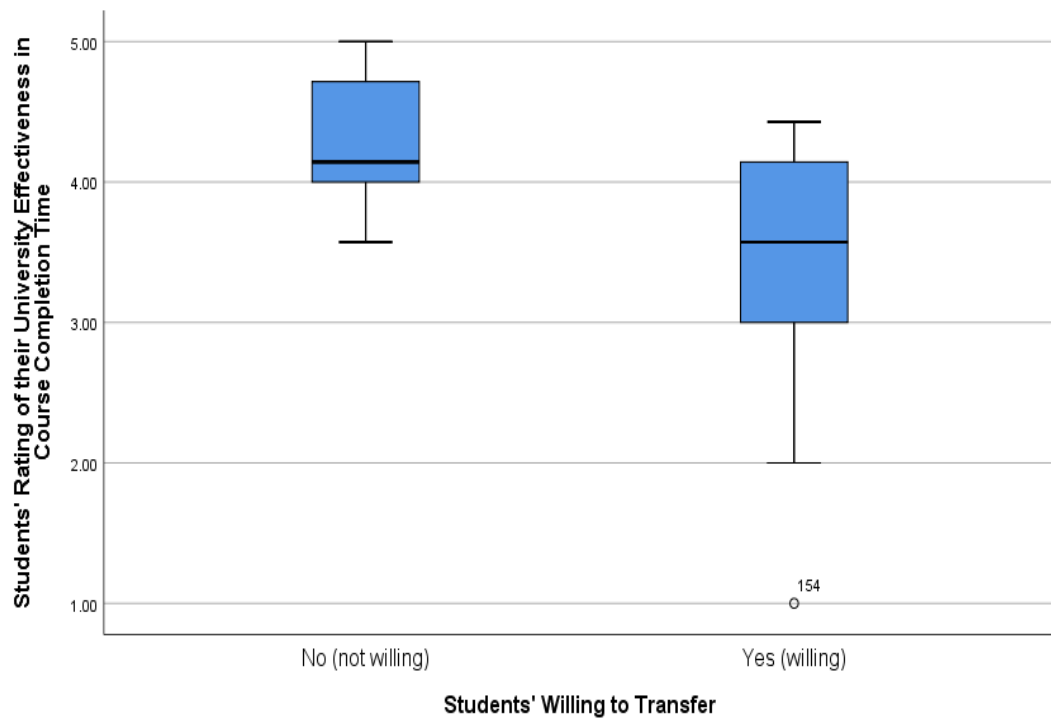
The calculated t-value of 8.161 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level (p<0.05). This implies that course completion time significantly influences student mobility in private universities in Nairobi, Kenya.

The findings of this study agree with Parker-Jenkins (2016) who asserted that students entering college and universities are very conscious on the possible course completion duration. Most students are determined to take the whole course to completion. Students avoid being in institutions where they perceive they may not complete their studies in time.

This study agrees with Massyn (2018) who observed that strategies of shortening the course completion time among students is a possible avenue to increasing enrolment among universities. Students prefer to be in institutions where they can complete their studies in good time. There is need for university programmes that are designed and implemented in a way that enable more students to complete their studies within the allocated time.

The findings of this study agree with OECD (2011) that studied the reasons why most students preferred to study from Denmark. In its findings, the investigation showed that Denmark ranks highest in Europe with regard to student completion rates, something that was associated with student preference.

The results of this study agree with the findings from a report by the European Commission (2011) that indicated that higher completion rate in deed was a reason for high enrolment in many institutions of higher learning. In their findings, European Commission (2011) found that the high completion rate among master's students attracted more students to enroll. This incentive was especially more among the international students.

The findings of this study agree with Styger van Vuuren and Heymans (2014) who according to their study found that completion rate (as measured by graduation frequency) significantly influenced student mobility (more inward transfers in favour of institutions that had more completion rate). According to Styger van Vuuren and Heymans (2014), student numbers were rising as a result of increase in the graduation frequency, which was computed according to the percentage of students completing

their studies on time and seemed to increase among graduate students at universities in South Africa.

The findings of this study agree with Bengesai and Paideya (2018) who examined the nexus between timely graduation and academic and institutional factors for a group of students in the engineering department at a South African university. The study findings demonstrated that non-African students had a high propensity to finish their courses on time among students graduating from the Engineering programme.

The finding of this study agrees with Barasa and Omulando (2018) who found that students often transfer away from institutions where the graduation rate is low and join those whose graduation rate is higher. Though Kenya has established the graduation standard of 20% completion rate for doctoral students, this is far from realization in most institutions. Though a number of factors (especially lack of funding and family responsibilities) are known to affect completion rate among students, many times the institutions are blamed on not having a control on completion rates.

This study agrees with Ng'ethe et al. (2012) who found that completion rate is viewed negatively by students who aspire to join academic institutions to partake courses. In their findings, Ng'ethe et al. (2012) ascribed the problems of completion among students to factors such as funding, insufficient support facilities and programmes for graduate students, factors that they recommended to be addressed since they negatively affect the institutions' perception by the potential students.

4.10 Influence of Government Policy on students' mobility in private universities

This study sought to assess the influence of government policies on students' mobility in private universities in Nairobi County in Kenya. To achieve this objective, a null hypothesis, "Ho6: Government policies does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was formulated and tested using binary logistic regression.

Table 4. 29

Government policies

Statements	SD	D	N	A	SA	Total	Mean	Std. Dev
Flexible government policies on inter-university transfers	5 (3)	17 (10.3)	37 (22.4)	76 (46.1)	30 (18.2)	165 (100)	3.66	0.99
Flexibility in students transfer through KUCCPS	5 (3)	9 (5.5)	21 (12.7)	95 (57.6)	35 (21.2)	165 (100)	3.88	0.91
conducive government policies on credit transfers	1 (0.6)	5 (3)	36 (21.8)	97 (58.8)	26 (15.8)	165 (100)	3.86	0.73
Good communicated on government policy on transfer	1 (0.6)	19 (11.5)	27 (16.4)	74 (44.8)	44 (26.7)	165 (100)	3.85	0.96
Overall							3.82	0.79

Majority of the student respondents approved on the statement that they find government policies on inter-university transfers as flexible. Those who approved with the statement comprised a cumulative of 64.3% with 46.1% agreeing and an additional 18.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 13.3%. About 22.4% were undecided. On a scale of 1 -

5, an average student rating of the statement that they find government policies on inter-university transfers as flexible was 3.66 with a standard deviation of 0.99.

Majority of the student respondents approved on the statement that the process of students transfer through KUCCPS at the university is flexible. Those who approved with the statement comprised a cumulative of 78.8% with 57.6% agreeing and an additional 21.2% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 8.5%. About 12.7% were NEUTRAL. On a scale of 1 - 5, an average student rating of the statement that the process of students transfer through KUCCPS at the university is flexible was 3.88 with a standard deviation of 0.91.

Majority of the student respondents approved on the statement that the government policies on credit transfers are conducive. Those who approved with the statement comprised a cumulative of 74.6% with 58.8% agreeing and an additional 15.8% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 3.6%. About 21.8% were neutral. On a scale of 1 - 5, an average student rating of the statement that the government policies on credit transfers are conducive was 3.86 with a standard deviation of 0.73.

Majority of the student respondents approved on the statement that the government policy on transfer has been communicated effectively. Those who approved with the statement comprised a cumulative of 71.5% with 44.8% agreeing and an additional 26.7% strongly agreeing. The proportion of respondents who disapproved with the statement was a cumulative of 12.1%. About 16.4% were neutral. On a scale of 1 - 5,

an average student rating of the statement that the government policy on transfer has been communicated effectively was 3.85 with a standard deviation of 0.96.

Most of the respondents scores on government policies on students' mobility ranged between 4 -5 (54.5%) and 3 – 3.99 (37.0%) as summarized in Table 4.30.

Table 4. 30

Summary of rating of government policies on students' mobility

Scores	Frequency	Percentage
1-1.99	5	3.0%
2-2.99	9	5.5%
3-3.99	61	37.0%
4-5.00	90	54.5%
Total	165	100.0%

Note: Upper class limit not included

The overall students' rating of government policies on students' mobility (on a scale of 1 – 5) was a mean of 3.82 with a standard deviation of 0.79.

This study sought to determine if there was significant difference in the students' perception of government policy (between those willing to transfer and those not willing) and analysis done using independent samples t-test. The results are summarized in Table 4.31.

Table 4. 31

T-test results for the comparison of students' perception of government policy between those willing and those not willing to transfer

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
No	131	3.956	0.061	0.699	3.835	4.077
Yes	34	3.272	0.155	0.901	2.958	3.586
Combined	165	3.815	0.062	0.792	3.693	3.937

Note: Mean difference = 0.684; Standard error = 0.143; P-value = 0.000; t = 4.774; df = 163

Table 4.32 shows the influence of government policies on students' mobility in private universities.

Table 4. 32

Influence of government policy on students' mobility in private universities

Willingness to transfer	Coef.	Std. Err.	z	P>z	[95% Conf. Interval]	
Government policy	-1.105	0.275	-4.020	0.000	-1.644	-0.566
_cons	2.682	0.994	2.700	0.007	0.735	4.630

Log likelihood = -74.14; LR chi2(1) = 19.60; Prob > chi2 = 0.000; Pseudo R2 = 0.117

The log likelihood for the fitted model (-74.14) and the likelihood ratio chi-square value of 19.60 (Prob> chi2 = 0.000) indicate that the model parameters (the independent variable and the constant) are jointly significant at 5%. The Pseudo R2 of 0. 117 imply that about 11.7% of the students' willingness to transfer from one private university to another could be attributed to government policies (the independent variable). Pseudo R2 of 0.117meet the statistical threshold confirming that the willingness to transfer from one private university to another among the sampled students was well attributed

to government policies (intervening variable). The coefficient of government policies (-1.105) was statistically significant at 5% level. This implies that the null hypothesis, "Government policies does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected. Therefore, government policies significantly influence student's mobility in private universities in Nairobi County in Kenya.

One registrar from a privately-sponsored private university in Nairobi explained:

> *The Kenya Universities and Colleges Central Placement Service (KUCCPS) supports all students whom for various reasons, wish to transfer from one institution to another. KUCCPS portal receives inter-institutional transfer applications at designated timing of the year. Inter-institutional transfer is a student placement process that allow learners to get admitted in institutions of their choice through KUCCPS. The transfer is normally justified by reasons such as health, preference and nature of course. The application is normally submitted online through the KUCCPS online portal. A transfer application cannot be successful if the applicant does not qualify for applied course. Further, a transfer application cannot be completed without endorsement of the receiving and the releasing institutions.*

The mean difference in the scores on students' perception of government policy (between those willing to transfer and those not willing) was computed as 0.684. The mean difference is depicted in Figure 4.7.

Figure 4.7

Comparison of students' perception of government policy between those willing and

those not willing to transfer
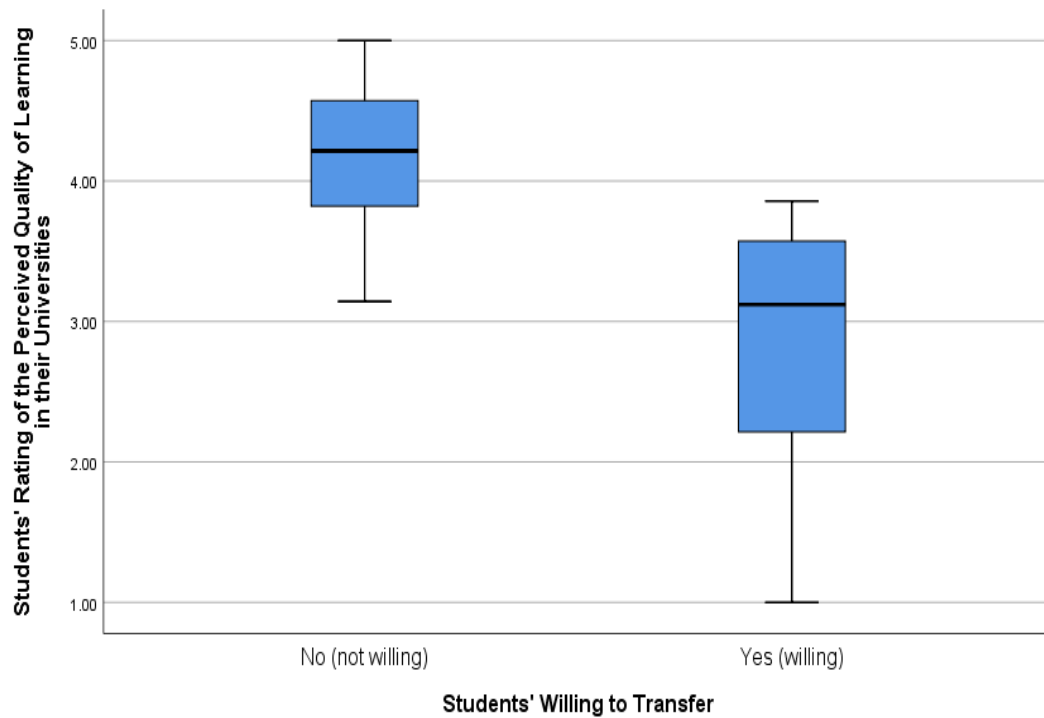
The calculated t-value of 4.774 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level (p<0.05). This implies that government policy significantly influences student mobility in private universities in Nairobi, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five entails a summary of key study findings. Also included is the conclusions that can be attributed to the study findings. Some key recommendations that are consistent with the study findings are also forwarded. The chapter ends with some key suggestions of areas of further research.

5.2 Summary of findings

5.2.1 Effect of customer care services on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya

Most of the students' rating of perceived quality of customer care services in their university ranged between 4 -5 (41.2%) and 3 – 3.99 (47.9%). The overall students' rating of perceived quality of customer care services in their university (on a scale of 1 – 5) was a mean of 3.79 with a standard deviation of 0.68. The mean difference in the scores on students' rating of perceived quality of customer care services in their university (between those willing to transfer and those not willing) was computed as 0.648. The calculated t-value of 5.333 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level ($p<0.05$). This implies that customer care services significantly influence student mobility in private universities in Nairobi, Kenya. Similarly, the binary logistic regression results confirmed that the coefficient of customer care services (-1.597) was statistically significant at 5% level. This implies that the null hypothesis, "Customer care services does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected.

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5.2.2 Influence of student engagement on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya

Most of the students' rating on the effectiveness of their universities in student engagement ranged between 3 – 3.99 (65.5%) and 4 -5 (26.7%). The overall students' rating on the effectiveness of their universities in student engagement (on a scale of 1 – 5) was a mean of 3.67 with a standard deviation of 0.62. The mean difference in the scores on students' rating on the effectiveness of their universities in student engagement (between those willing to transfer and those not willing) was computed as 0.649. The calculated t-value of 6.659 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level ($p < 0.05$). This implies that student engagement significantly influences student mobility in private universities in Nairobi, Kenya. Similarly, the binary logistic regression results confirmed that the coefficient of student engagement -2.682) was statistically significant at 5% level. This implies that the null hypothesis, "Student engagement does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected.

5.2.3 Influence of quality of learning on student mobility in private universities in Kenya

Most of the respondents scores on perceived quality of learning in their universities ranged between 4 -5 (52.1%) and 3 – 3.99 (39.4%). The mean difference in the scores on students' rating of the perceived quality of learning in their universities (between those willing to transfer and those not willing) was computed as 1.294. The calculated t-value of 12.437 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level ($p < 0.05$). This implies that quality of learning significantly influences student mobility in private universities in Nairobi, Kenya.

Similarly, the binary logistic regression results confirmed that the coefficient of quality of learning (-4.128) was statistically significant at 5% level. This implies that the null hypothesis, "Quality of learning does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected.

5.2.4 Influence of economic status on student's choice of mobility from one university to another

Most of the students' rating on the attractiveness of their universities to their economic status ranged between 3 – 3.99 (49.7%) and 4 -5 (27.9%). The overall students' rating on the attractiveness of their universities to their economic status (on a scale of 1 – 5) was a mean of 3.34 with a standard deviation of 0.85. The mean difference in the scores on students' rating of the attractiveness of their universities to their economic status (between those willing to transfer and those not willing) was computed as 0.121. The calculated t-value of 0.737 at 163 degrees of freedom indicate that the mean difference was not statistically significant at 5% level (p=0.463). Similarly, the binary logistic regression results confirmed that the coefficient of economic status (-0.163) was not statistically significant at 5% level. This implies that the null hypothesis, "economic status does not significantly influence student's mobility in private universities in Nairobi County in Kenya" could not be rejected.

5.2.5 Influence of course completion time on student's choice of mobility from one university to another in private universities in Nairobi County in Kenya.

Most of the students' rating of their university effectiveness in course completion time ranged between 4 -5 (69.1%) and 3 – 3.99 (27.3%). The overall students' rating of their university effectiveness in course completion time (on a scale of 1 – 5) was a mean of

4.11 with a standard deviation of 0.64. The mean difference in the scores on students' rating of their university effectiveness in course completion time (between those willing to transfer and those not willing) was computed as 0.847. The calculated t-value of 8.161 at 163 degrees of freedom indicate that the mean difference was statistically significant at 5% level (p<0.05). This implies that course completion time significantly influences student mobility in private universities in Nairobi, Kenya. Similarly, the binary logistic regression results confirmed that the coefficient of course completion time (-3.099) was statistically significant at 5% level. This implies that the null hypothesis, "Course completion time does not significantly influence student's mobility in private universities in Nairobi County in Kenya" was rejected.

5.3 Conclusions

In view of the findings drawn above, this study conclude that economic status does not influence student mobility in private universities in Nairobi County, Kenya. Most of the students enrolled in private universities are usually not very financially constrained.

Student engagement significantly influences student's mobility in private universities in Nairobi County in Kenya. Institutions of higher learning with up-to-standard students' engagement framework and platforms attract more clients than those with less student engagement.

Customer care services significantly influence student's mobility in private universities in Nairobi County in Kenya. Good customer care services is not only able to attract new potential students in an institution of higher learning but are also key in the retention of these clients in the organization.

Course completion time significantly influence student's mobility in private universities in Nairobi County in Kenya. Students who enroll in an academic institution of higher learning are determined to take the whole course to completion. It is therefore the role of any such institution to ensure that all possible controls are made to avoid delays in completion rates.

Quality of learning significantly influences student's mobility in private universities in Nairobi County in Kenya. Students prefers being in the institutions of learning that can guarantee them quality education to enable them get opportunities to thrive in the labour market.

5.4 Recommendations

Since the economic status does not influence student mobility in private universities, it is prudent not to lower the costs of programmes too much to the extent that it becomes hard to sustain resources that are necessary for implementation of student engagement frameworks, customer care services, measures of timely completion and quality learning services.

Government agencies through the Ministry of Education (MOE), Kenya Universities and Colleges Placement Service (KUCCPS), Commission for University Education (CUE) and Higher Education Loans Board (HELB) that are concerned with the welfare of students and need to control the alarming cases of student mobility should take measures to review the existing policies that guide learning in institutions of higher education and introduce systematic measures that can enhance student engagement while undertaking their studies.

The marketing departments of universities in the target areas should invest more in customer care services as a way of promoting their respective universities to prospective students. Poor customer care service is a leading cause of student's mobility in private universities in the study area.

Private universities should make deliberate efforts in ensuring that there is improvement of course completion time in their study programmes. Most students are keen on undertaking their studies in places where they can complete in good time. Some of the factors that hinder timely completion whose university institutions have control about should be addressed.

Private universities should invest in their respective infrastructure that is meant to ensure superior learning possibilities. There is need to invest in qualified lecturers, classrooms, libraries, laboratories and many other things that contribute to quality learning. Student's mobility in private universities is in favour of institutions that are perceived to offer quality education.

It is important that private universities ensure that students are satisfied with the services offered. This improves loyalty.

5.5 Implications of the findings on theories, policy and practices

This study heavily relies on Tinto's theory of student departure that not only helped to understanding student disparities within and between students with varying intentions to transfer, but also aided in understanding the motives for transfer and its likelihood of enhancing academic and social integration as condition for the success of student. From the findings of this study, the theory has hence benefited in identification of selected

factors that can explain the trend of students' departure from institutions of higher (student engagement frameworks, customer care services, measures of timely completion and quality learning services).

Several policy recommendations were drawn from the results of this study. Timely course completion influence university students' mobility from one university to another. A policy to reduce the prolonged course completion time among students when undertaking university programmes is recommended. A policy that is geared towards facilitating education transformation to the extent that universities can be responsible in reducing cases of lateness in graduation among students is timely.

Quality of learning influence university students' mobility. Various policies are recommended to complement private universities quest of increased quality of learning. This study welcome policies designed to improve the level of education-enhancing infrastructure such as information communications and technology (ICT), library, lecture halls/classrooms, and laboratories. In addition, quality of learning in universities should be addressed through various productivity-enhancing technology packages that emerge from implementation of education related action research.

Since customer care services significantly influence student mobility, research policies that could potentially generate superior ways of enhancing students' satisfaction on the services rendered by their institutions of higher learning are hereby recommended. Customer care services could also be enhanced through the policies designed to support students' awareness about their rights when undertaking academic programmes in all chartered universities in Kenya.

Since student engagement was found to influence student mobility, a policy is recommended to stimulate the level of interactions between students and staff who related with delivery of education (academic staff and administrative staff). The Ministry of Education (MOE) should publish some measures that potentially enhance the level of students' engagement in universities and offer them as key requirements in the institution's ratings.

5.6 Suggestions for Further Research

Since there is minimal research on determinants of mobility among students in private universities, it is hoped that this study will act as a catalyst for further research. This study has arrived at various suggestions of further research (related to the primary research). Other factors that may influence on students' mobility (beyond the once covered in this study) deserve to be investigated. Three is also a research opportunity on similar study (conducted among public universities) in Kenya. Research on a comprehensive model for developing an accurate measure of the quality of learning in universities is also timely.

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Appendix 1: Questionnaire for Students

My name is Mercy Igoki Samuel and I am pursuing a PhD course at Kenya: Methodist University. The topic of my thesis is **A CRITICAL ANALYSIS OF DETERMINANTS FOR MOBILITY OF STUDENTS IN PRIVATE UNIVERSITIES IN NAIROBI COUNTY, KENYA.** I am collecting data for this study and I humbly request you to fill in this questionnaire as truthfully as you can. Do not write your name on this questionnaire. All the responses will be treated with extreme concealment and your identity will not be revealed anywhere. This questionnaire and study is purely for academic purposes.

SECTION A: PERSONAL DETAILS

1. Age   17 – 20 □   21 – 25 □   26 – 30 □   above 30 □
2. Gender   Male □   Female □
3. Name of University that you are studying at…………………………………
4. Name of University that you are studying at: …………………………………………
5. Study programme (name of course) undertaking: …………………………………………

SECTION B: DETERMINANTS FOR MOBILITY

Kindly indicate the extent to which the following set of factors determined your choice of the university that you transferred into (and the campus wherein you have joined). In the table below, specify the degree at which the following variables affected your transfer decision.

	Variables	SD	D	N	A	SA
Customer Care	1. There is a functional student portal in the university					
	2. There is social media integration to keep us up to date on news and announcements					
	3. There is a complaint desk where I can report issues that I perceive as unfair					
	4. There is timely response to inquiries at the university					
	5. The university embraces online payment system that allows students to make payments with ease					
	6. The university responds to students' issues quickly					
	7. The staff at the university are approachable to me					
Student Engagement	1. The staff in the university are effective in their communication					
	2. There are adequate forums for students to share their views					
	3. There is ethnic diversity at the university					
	4. Students are supported to participate in education fairs					
	5. There are adequate recreational facilities at the university					

	6. My religious beliefs are tolerated at the university					
	7. There are numerous opportunities to obtain part-time work while in college					
	8. The students at the university are supported by the university on patient issues that concern them					
	9. There are adequate accommodation facilities that suite my status					
	10. I enjoy conducive study environment at the university					
	11. There are adequate study facilities at the university					
	12. Campus has free Internet					
Quality of learning	1. There are very few issues of missing marks					
	2. The reputation of the university faculty is above board					
	3. I consider the current university ranking as high compared to other private universities					
	4. The University attracts many international students					
	5. The university has overall reputation of quality					
	6. The status of a degree from the university is high compared to other private universities					
	7. The university's higher education quality is above board					
	8. The employability prospects of graduate from the university are high					

	9. The university has useful linkages with other highly rated universities					
	10. The university embraces multiple learning and teaching approaches that are useful to me					
	11. The university has up-to-date research facilities					
	12. The university has a well-equipped library					
	13. The university offers high quality services to its students					
	14. I consider that the university offers a lot of value in its education					
Economic Status	1. My university has greater availability of financial aid (bursaries, scholarships, work-study programmes)					
	2.My university fees is affordable					
	3.There is flexibility of tuition fees payment arrangements in my university					
	4.The cost of living around the university is affordable					
	5.There is greater availability of scholarship opportunities in my university					
Course Completion	1. Courses completion rate is higher in the university					
	2. There are minimal chances that I can drop out of the university					
	3. The university is keen in following-up on course completion progress					
	4. Credit transfers are easily processed in the university					

	5.	The workload per semester is adequate to help me complete my course on time					
	6.	There is a good balance between the University common courses verses departmental courses					
	7.	The university adheres to strict timelines for coursework					
Intervening variables (Government policies)	1.	I find government policies on inter-university transfers as flexible					
	2.	The process of students transfer through KUCCPS at the university is flexible					
	3.	The government policies on credit transfers are conducive					
	4.	The government policy on transfer has been communicated effectively					

General questions

In your own opinion, how important are the following sets of factors in influencing the students' decision of seeking transfer from one private university to another in Nairobi County?

Statements	VI	I	M	UI	VUI
1. Lack of adequate finances.					
2. Lack of career guidance in their various universities.					
3. Lack of proper communication in their universities.					
4. Lack of student engagement					
5. Poor customer service					
6. Low rate of graduation completion					
7. Low quality services					

Other questions

1. How many universities did you consider in your choices to join your current university?..

2. Which criteria did you use to compare the universities whose choices were available for you?..
....
……………………………………………………………………………………………
………
……………………………………………………………………………………………
………

3. Are there any additional reasons that effected your decision to join the current university (and the campus wherein you are studying from)? Yes [ ] No [ ]

If yes, which ones?..
……………………………………………………………………………………………
……..
……………………………………………………………………………………………
……..

4. Given a chance, would you be willing to transfer from this institution to another?
   Yes [ ] No [ ]
   Give reasons for your answer above:
   ……………………………………………………………
   ……………………………………………………………………………………
   ………..
   ……………………………………………………………………………………
   ………..
   ……………………………………………………………………………………
   ………..

5. Have you ever sought transfer from your current university with an intension of moving to another university? Yes [   ] No [   ]

6. Briefly   describe   why   you   sought   the transfer…………………………………………….
    ……………………………………………………………………………………
    ………
    ……………………………………………………………………………………
    ………
    ……………………………………………………………………………………

    Thank you for taking part in this survey

Appendix 2: Interview Schedule for Registrars
"A Critical Analysis of Determinants for Mobility of Students in Private Universities

in Nairobi County, Kenya"

Date:

_____

Venue   and   location:

_____

Interviewer:

_____

Name   of   the   University:

_____

Introduction:

The aim of this key informant interview is to gather information that will help

contribute to a critical analysis of determinants for mobility of students in private

universities in Nairobi county, Kenya. This interview will cover four themes: student's

economic status and student's choice of mobility; student engagement influences

student's choice of mobility; customer care services on student's choice of mobility;

course completion time and student's choice of mobility; and quality of learning is a

reason for choice for student mobility. I would therefore (with your permission) like to

engage you on the following questions. The interview may take approximately one hour

of your time which is greatly appreciated;

Name:

_____

Location (County; Sub-county;

Ward):

_____

Gender:

_____

Contact information

(mobile/telephone):

_____

KII Guiding Questions

1. What are the key determinants for student mobility in private universities in Nairobi County, Kenya?

    Probe to check that the following categories are exhausted: student's economic status; student engagement; customer care services; course completion time; and quality of learning.

2. How do government policies influence private university students' choices of transfer from one institution to another?

3. What are examples of government policies that influence private university student's mobility?

    Consider examples of policies that influence:

    i) *Student's economic status*

ii) Student's engagement

iii) Student's customer care service

iv) Students' course completion time

v) Student's quality of learning.

4. Which among the identified policies have multiple effects on private university students' mobility?

5. How does the university contribute to university students' mobility?

   i) Financial support programme for students from poor backgrounds?

   ii) Guidance for both outgoing and incoming students

   iii) Provision of staff training on how to provide information concerning student mobility

   iv) Presence of negotiating memoranda of understanding with other universities concerning student mobility

   v) Publishing of articles (reports, testimonies) on previous mobility experiences

   vi) Provision of guidance and mentoring of mobile students

6. What are the critical success factors concerning student's mobility to and from the point of view of sending organization?

7. In your estimation, how many students does the university lose to transfers as a result of economic status of the student?

Thank you for responding to the interview questions

Appendix 3: Introduction Letter to NACOSTI

KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

July 7, 2021

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100,
NAIROBI.

Dear sir/ Madam,

MERCY IGOKI SAMUEL (EDU-4-2535-2014)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education , undertaking a Degree of Doctor of Philosophy in Leadership and Education Management. She is conducting research on, **'A critical Analysis of Determinants for Mobility of Students in Private Universities in Nairobi County, Kenya'**.

We confirm that her research proposal has been defended and approved by the University.

In this regard, we are requesting your office to issue a permit to enable her collect data for her research.

Any assistance accorded to her will be appreciated.

Thank you.

Dr. John Muchiri, PHD.
Director Postgraduate Studies
Cc: Dean SESS
    COD, Education
    Postgraduate Co-ordinator
    Supervisors

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Appendix 4: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY & INNOVATION.

Ref No: 400758

Date of Issue: 23/August/2021

RESEARCH LICENSE

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