

**EFFECTS OF ALUMNI ASSOCIATIONS ON THE WELLBEING OF STUDENTS IN
PUBLIC UNIVERSITIES IN KENYA; THE CASE OF UNIVERSITY OF NAIROBI**

KENETH SAWE

C153/CTY/PT/21000/2012

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF MASTER OF ARTS DEGREE IN PUBLIC POLICY AND
ADMINISTRATION OF KENYATTA UNIVERSITY**

2019

DECLARATION

This research project is my original work and it has not been presented for examination in any other university.

Signature.....

Date.....

KENETH SAWE

C153/CTY/PT/21000/2012

This research project has been submitted for examination with my approval as the university supervisor.

Signature.....

Date.....

DR. FELIX KIRUTHU

DEDICATION

This research project is dedicated to my parents Mr. Joseph Sawe & Mrs. Esther Sawe

ACKNOWLEDGEMENT

I want to thank God for giving me the ability to go through this project successfully from inception to conclusion. I am indebted to my supervisor Dr. Felix Kiruthu, for the professional guidance, cooperation, unlimited support, commitment and understanding throughout the period.

My heartfelt appreciation to my wife Daisy Chepkoech and son Jabali Kibet for their unlimited support throughout the period.

I acknowledge my parents for their financial, moral and spiritual support and my brother and sisters for their encouragement. God bless you all.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	viii
LIST OF TABLES	ix
OPERATIONAL DEFINITION OF TERMS	x
ABBREVIATIONS AND ACRONYMS	xiii
ABSTRACT	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	7
1.3 Objectives of the Study.....	8
1.4 Research Questions.....	8
1.5 Research Premises.....	9
1.6 Justification and Significance of the Study.....	9
1.7 Scope and Limitations of the Study.....	10
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK 11	
2.1 Introduction.....	11
2.2 Empirical Review.....	11
2.2.1 Financial Support from Alumni.....	11
2.2.2 Alumni Scholarship Support to Students.....	14
2.2.3 Internship Opportunities offered by Alumni.....	16
2.3 Theoretical Framework.....	19
2.3.1 Social Exchange Theory (SET).....	19
2.4 Conceptual Framework.....	20
2.5 Summary of Literature and Research Gaps.....	22
CHAPTER THREE: RESEARCH METHODOLOGY.....	25
3.1 Introduction.....	25
3.2 Research Design.....	25
3.3 Population of the Study.....	25

3.4 Sample Size and Sample Design.....	26
3.5 Data Collection Instruments.....	27
3.6 Pilot Testing.....	28
3.6.1 Validity.....	28
3.6.2 Reliability.....	29
3.7 Data Collection Procedure.....	30
3.8 Data Analysis and Presentation.....	30
3.9 Ethical Considerations.....	31
CHAPTER FOUR: DATA ANALYSIS,PRESENTATIONS AND DISCUSSION.....	32
4.1 Introduction.....	32
4.2 Response Rate.....	32
4.3 Reliability Analysis.....	32
4.4 Demographic Information.....	33
4.4.1 Respondents Length of Time in the University.....	33
4.4.2 Respondents Knowledge on Existence of Alumni Association.....	34
4.4.3 Alumni Relations Management at the University.....	34
4.5 Descriptive Statistics.....	35
4.5.1 Financial Support from alumni.....	35
4.5.2 Alumni Scholarship Support to Students.....	38
4.5.3 Internship Opportunities Offered by Alumni.....	40
4.5.4 Wellbeing of Students public universities in Kenya.....	42
4.6 Inferential Statistics.....	43
4.6.1 Correlation Analysis.....	43
4.6.2 Model Summary.....	45
4.6.3 Analysis of Variance.....	46
4.6.4 Beta Coefficients of the study Variables.....	46
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	49
5.1 Introduction.....	49
5.2 Summary of Findings.....	49
5.3 Conclusions.....	51
5.4 Recommendations for Policy Implications.....	52

5.5 Suggestions for further Studies.....52

REFERENCES.....53

APPENDICES.....59

Appendix 1: Questionnaire.....59

Appendix 2: Approval of Research Project Proposal.....62

Appendix 3: Research Authorization63

LIST OF FIGUR

Figure 2.1: Conceptual Framework.....	21Y
Figure 4.1: Respondents Length of Time in the University.....	33
Figure 4.2: Knowledge on Existence of Alumni Association.....	34
Figure 4.3: Alumni Relations Management at the University.....	35

LIST OF TABL

Table 3.1: Population Distribution.....	26
Table 3.2: Sample Distribution.....	27Y
Table 4.1: Response Rate.....	32
Table 4.2: Reliability Results.....	33
Table 4.3: Financial Support from Alumni.....	36
Table 4.4: Alumni Scholarship Support to Students.....	38
Table 4.5: Internship Opportunities Offered By Alumni.....	40
Table 4.6: Wellbeing of Students in Public Universities in Kenya.....	42
Table 4.7: Correlations.....	44
Table 4.8: Model Summary.....	45
Table 4.9: ANOVA ^a	46
Table 4.10: Coefficients.....	47

OPERATIONAL DEFINITION OF TERMS

Academic Scholarships	Is an award of financial aid for a student to further their education.
Alumni	A former pupil or student, of a particular school, college, or university.
Athletic Scholarships	Is an award of financial aid to attend a college or university awarded to an individual based predominantly on his or her ability to play in a sport.
Cash donations	Monetary gift for charity, humanitarian aid, or to benefit a cause
Charitable giving	The act of giving money or other items of value to organizations
Community Service Scholarships	It is an award for active participation and contributions in the community
Fees payment	Is the amount of money that a person pays to a learning institution
Fundraising	Is the process of soliciting and gathering voluntary contributions as money or other resources, by requesting donations from individuals, businesses, charitable foundations, or governmental agencies.
Internship	The position of a student or trainee who works in an organization, in some instances without pay, in order

to gain work experience or satisfy requirements for a qualification

Nonprofit internship

Is a period of work experience without pay offered by an organization for a limited period of time

Paid internship

Is a period of work experience with pay offered by an organization for a limited period of time

Quality education

Refers to how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits

Quality research

Refers to the scientific process encompassing all aspects of study design; in particular, it pertains to the judgment regarding the match between the methods and questions, selection of subjects, measurement of outcomes, and protection against systematic bias, non-systematic bias

Scholarships

It is an award of financial aid for a student to further their education at any level

Service delivery

The act of providing a service to customers:

Service learning

Refers to impacting knowledge that actively involves students in a wide range of experiences, which often benefit others and the community, while also advancing the goals of a given curriculum.

Well- being

: Connecting students to the resources that facilitate finding deeper meaning, balance and purpose in their lives and a greater sense of passion

ABBREVIATIONS AND ACRONYMS

CASE	Council for Advancement and Support for Education
CUE	Commission for University Education
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KAFP	Kenya Association of Fundraising Professionals
KU	Kenyatta University
NACOSTI	National Commission for Science, Technology and Innovation
SALO	Strathmore Alumni Liaison Office
SPSS	Statistical Package for Social Sciences
UON	University of Nairobi
USIU	United States International University
UONAA	University of Nairobi Alumni Association

ABSTRACT

Universities mainly focus on students' teaching and learning, research and technology transfer. However, students have other needs other than just education that need to be addressed. These include but not limited to; financial needs, mentorship, internship opportunities, job placement, exchange programs and physical and virtual learning spaces. The objective of the study was to establish the effects of alumni associations on the well-being of students in public universities in Kenya: the case of University of Nairobi. The specific objectives were to assess the role of financial support by alumni associations on the well-being of students in public universities in Kenya, to examine the role of scholarships offered by alumni associations on the well-being of students in public universities in Kenya and to investigate how internships offered by alumni associations have influenced the well-being of students in public universities in Kenya. The study was based on the social exchange theory. This study used descriptive research design. The target population was 3,000 University of Nairobi workers involved with scholarships and internships, the management staff and alumni members. Simple random sampling was applied in selecting the sample size. The sample size of the study was 353. The researcher collected primary data using questionnaires. Quantitative data collected was analyzed by the use of descriptive statistics using SPSS (version, 23) and presented through percentages, means, standard deviations and frequencies. The study conducted correlation analysis to establish the strength of the relationship between the independent and the dependent variable. Multiple regressions were done to establish the effects of alumni associations on well-being of students of public universities in Kenya. The study found that financial Support from alumni had significant positive relationship with wellbeing of students in public universities in Kenya; Student support through Scholarships offered by alumni had significant positive relationship with wellbeing of students in public universities in Kenya and that student support through Internships offered by alumni had significant positive relationship with wellbeing of students in public universities in Kenya. The study recommends that the management of the Universities should develop a structure that facilitates students and leadership of the alumni to engage. Universities should cultivate a good relationship with its students and also manage a favorable reputation with them; this will create organizational identification and also develop strong determination by the alumni to support the institution. Universities that wish to attain their alumni needs should consider investing in management of alumni relations either through alumni association, alumni offices or combination of both ensuring that they operate collaboratively. This is important because alumni relations need to be managed effectively and efficiently.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The public universities are funded by the government. However, the funds provided by the government are not be adequate to support all the students' activities. Therefore, Alumni chip in resources to support these institutions (Newman&Petrosko, 2011).The involvement of

alumni in supporting and providing contributions voluntarily to their university is important for maintaining and expanding a university's development. By establishing channels that can facilitate closer ties between the alumni, students and university, it can provide crucial benefits in enriching the student's experience while being at the university (Palli&Mamilla, 2012).

According to Weerts, Cabrera and Sanford(2010),university association withthealumni is subjective since it provide the institution with post academic experience and also provide the institution with a chance to connect with former students and therefore establish a long term association. Universities rely on their graduates to support the higher education institution and to provide financial assistance to students. Further, Universities should encourage alumni to fill roles as volunteers. These volunteers promote the institution's reputation to the community as well as to prospective students, which creates organizational identification. Organizational identification can be said to be a type of social identification, where an individual considers themselves as members of a particular organization, also known as the social entity (Weerts, Cabrera & Sanford, 2010). University advancement departments allow alumni relations professionals to use the concept of organizational identification to connect alumni with their alma maters. The objective is to maintain long term connection which extends after the students' graduation.

Luescher-Mamashela (2012) argued that Alumni's giving is influenced by various factors which include how satisfied they are with the institution, the perception of need to give and preference. The state of an individual's mind is affected by three results: educational

outcomes, employment outcomes and level of alumni involvement. These mentioned results can be influenced by various factors including individual experience while learning, personal character and background and the state of an economy. Other organizations that are external usually compete for donations and participation of alumni. If alumni of an institution are well motivated to give and do so whenever they are asked to, then the trend will become self-reinforcing and will continue as the cultivation continues (Courtney & Hook, 2016).

According to Menon (2015) support on scholarship by alumni help not only attract students from diverse backgrounds to universities but help keep them in the universities. By contributing to a scholarship, alumni play a direct role in the recruitment and retention of students from a variety of backgrounds to be a part of the university community. For those groups dominating in campuses, it is very crucial that they receive equal sharing in terms of power and authority. The first institution to establish alumni association was Williams College in Williamstown, Massachusetts in the years 1821(Ewalt, 2010). According to Brooks (2011) two centuries after the establishment of alumni association, it still serves as a way of ensuring lasting relationships which start from learning institution.

Globally, the alumni relations in the United States are well developed. Arizona State University received its charter in 1885 and 9 years later some of the alumni came up together and formed an alumni association and chartered it. The main reason for doing that was to lobby the Territorial Legislature in order to improve the standards of admission and better the academic level of the institution. This trend has with time improved and has diffused to other parts worldwide (University of Arizona, 2017). For example in Europe, the popularity of

alumni associations is rising since the government has reduced that amount of money they give to them forcing these institutions to depend more on funding from the society.

In Canada, the McGill university was founded in 1821 and established its Alumni association in 1880. It offers many services to its graduates such as financial life, Health and Dental assurance. The Queen University founded in 1926, maintained its status as one of the top 10 universities in Canada. Queens in 2008, and it has developed from link between alumni and prominent leaders, which made it win the 2006 award for 5 best career advisor network. The University of Cambridge is the 2nd oldest university in English speaking world. It produces 83 Noble laureates to date, more than any university in the world. Its alumni run since 2003, according to Greek Law, was named HCAA (Hellenic Cambridge Alumni Association). Similarly the University of Alberta is one of the top 100 teaching and research. It created its Alumni in 1912 and automatically all graduates become life time members of its association As Alumni Association is very important for the upgrading of any institute and become a reason of reorganization of the university in the world of University (Stewart, 2011).

In Africa, Al Azhar University in Egypt established its alumni in 2006. The association offers scholarships in one of the Islamic sciences faculties at al-Azhar University such as Usul ad-Deen, Islamic Shariah, Arabic Language, Arabic and Islamic Studies and Islamic Dawah. Scholarships are offered at both undergraduate and post-graduate levels. The association is also considering to consolidate relations with al-Azhar alumni scattered in Islamic and non-Islamic countries (World Association of Al Azhar Graduates, 2015).

The Stellenbosch University in Capetown, South Africa has over 120,000 alumni spread across the world. Alumni participate in formal and informal networking events, reunions, act as professional mentors, enjoy unique study opportunities, and receive discounts in on academic publications.(Smith-Barrow, 2013).

The Pan African University (PAU), formed its alumni association in 2011. The association aims to unite and foster friendly relations among graduates of the PAU, guarantee PAU graduates the support of their former schoolmates, facilitate job seeking and research activities, maintain relations with other student Alumni Associations,conduct reflections on the development problems in Africa through the organization of seminars, workshops, conferences, and other related gatherings (Yahaya, 2015).

In East Africa, the United States International University-Africa has over 19,000 alumni. Any alumnus/a of USIU- Africa automatically becomes a member of the Alumni Association. The alumni provideson-line alumni career services and financial aid such as alumni graduate tuition waiver. The alumni association of the Catholic University of Eastern Africa aims to develop graduates for the world of work by providing at least three career support service programmes to students and alumni yearly and monthly job information. The university of Rwanda has more than 50,000 alumni from former public institutions which merged to form University of Rwanda. The association makes significant contributions to the university's finances (Muvunyi, 2017).

In Kenya, there are 71 accredited universities (Commission for University Education, 2017). From the total 71 accredited universities, more than half (35) of them are public universities

and were commissioned in the past decade or two decades ago. Most of the universities have alumni associations. Further, this is evident in the various training seminars organized for alumni relations professionals in Kenyan universities. Council for Advancement and Support for Education (CASE) and the Kenya Association of Fundraising Professionals (KAFP) have been enlisting more and more universities through training for their professionals. The alumni associations in the Kenyan Universities have been offering support to the universities such as provision of scholarships and internships for students.

The Jomo Kenyatta University of Science and Technology (JKUAT) in Kenya views their alumni as one of the major strengths of the university and views the growth of its alumni as an opportunity while Kenyatta University (KU) have formulated an Alumni Policy highlighting the way the institution purposes to improve the capabilities of its alumni (Wesonga, 2014). The Cooperative University of Kenya Alumni Association plays an important role in helping to shape the future of a University by representing the views of its members and contributing to building an engaged and supportive alumni community appropriate to a World class University. The Alumni Association in close collaboration with the University's Development and Alumni Relations office organizes a wide range of events some social, some knowledge sharing, some celebratory. It is also committed to supporting alumni in their careers, and links closely with the University's careers service to support mentoring and intern opportunities (Co-operative University of Kenya, 2019).

The University of Nairobi Alumni Association was launched in February 2005 and brings together graduates of the University to participate in governance and development of their

alma mater as they socialize and network. The vision of the association is to be a leader in promoting active, visible leadership in the community and to foster interaction between alumni and the students of the University of Nairobi and the Industry. The mission is to safeguard the best interests of its members, to use the talents and resources of the alumni and friends of the University to support the University in achieving international distinction in quality teaching, research (UON Alumni Newsletter, 2013).

Today, support has become broad and it includes direct contribution by students to either fees or other costs incurred by the institution (Coolman, 2013). Due to rapid change in the society, alumni involvement has broadened to involve: “participation in advisory roles, assistance in student recruitment, career assistance and mentorship, guest lecturer, and curriculum consulting to add to consideration for organizations role of support. Every single’ alumni association gets a reflection of the strengths and how successful their respective institution has become. Alumni values can be measured by how they are perceived as stakeholder. Alumni associations in private institutions were very powerful even more than how powerful the government was (Rissmeyer, 2010).

According to Coolman (2011) financial investments of an individual, whatever the source, are a very important investment in the future of a learner as well as the healthy economy of the institution. Beginning with the association as learners, transitioning to a long term association/partnership and then to being investor is an extraordinary quest. Previous studies done have established that members of alumni association have a high likelihood of giving to their institution largely compared to what nonmembers can give (Newman & Petrosko, 2011).

Support from the government has significantly reduced over the years in several regions and therefore alumni associations play a very crucial role in assisting the institution financially in order to attain their mission.

1.2 Statement of the Problem

Universities mainly focus on students teaching and learning, research and technology transfer. However, students have other needs other than just education that need to be addressed. These include but not limited to; financial needs, mentorship, internship opportunities, job placement, exchange programs and physical and virtual learning spaces. All this cannot be provided by the university. Hence, the need for alumni associations to support students in the Universities. Empirical studies include; ShakilandFaizi (2012) evaluated the importance of alumni association at university level in Karachi, Pakistan. Arceo (2013) reviewed the role of student and alumni associations in the democratization process in Spain. Dillon (2017) evaluated the factors and characteristics of alumni role identity: Implications for practice in higher education fundraising and alumni relations. From the reviewed literature, most of the studies were not conducted in Kenya. Further, the studies did not cover the effects of alumni associations on the well-being of students in public universities. This study sought to establish the effects of alumni associations on the well-being of students in public universities in Kenya: the case of University of Nairobi.

1.3 Objectives of the Study

1. To assess the role of financial support by alumni associations on the well-being of students in public universities in Kenya.
2. To examine the role of scholarships offered by alumni associations on the well-being of students in public universities in Kenya.

3. To investigate how internships offered by alumni associations have influenced the well-being of students in public universities in Kenya.

1.4 Research Questions

1. What is the role of financial support offered by alumni associations on the well-being of students in public universities in Kenya.
2. What is the role of scholarships offered by alumni associations on the well-being of students in public universities in Kenya.
3. How have internships offered by alumni associations contributed to the well-being of students in public universities in Kenya.

1.5 Research Premises

1. Students at the University of Nairobi have benefited significantly through financial support from alumni.
2. Students at the University of Nairobi have benefited significantly from scholarships offered by alumni
3. Students at the University of Nairobi have not benefited from internships offered by alumni

1.6 Justification and Significance of the Study

The study was conducted at the University of Nairobi because it is the largest public university in Kenya and has a vibrant alumni association. It has been actively participating in different activities hence it was suitable for this study. The study was conducted in public universities because the support provided by the government is usually not enough to support all the developments in the university. So the study sought to find out how alumni associations contribute to well-being of students in public universities in Kenya.

The findings of the study will hopefully help the management of universities to understand the role of alumni associations. The management will therefore create good association with its alumni so that they can work together for the good of the students.

The findings of the study will hopefully add to the body of knowledge on the role of alumni associations in supporting students in the universities. This will provide a more understanding on the effects of alumni associations on universities. Researchers and academicians can use the study as a reference in their future studies.

1.7 Scope and Limitations of the Study

The study target population was management staff, alumni members and workers who deal with alumni scholarships and internships from University of Nairobi. The researcher experienced challenges in data collection due to the busy schedule of the respondents. The researcher solved this by sending the questionnaires to the respondents through emails. Some of the questionnaires that were given were not returned. For those respondents that were resistant to participate in the study, the researcher obtained an introductory letter from the University of Nairobi Alumni Association which helped in influencing the respondents to participate in the study. The researcher also obtained an introduction letter from Kenyatta University.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter reviews the existing scholar's literature, related to the research. This section examines what various scholars and authors have said about effects of alumni associations on well-being of students in universities. The theoretical review of literature, empirical review of the literature and the conceptual framework are also discussed.

2.2 Empirical Review

2.2.1 Financial Support from Alumni

A study by Sung and Yang (2013) on influence the behavioral intentions of alumni involvement with their alma mater, used students' communication behavior with the university, perceived quality of educational experience, evaluations of the relationship with the university, and university reputation as the study variables. The study was conducted in Midwestern University in Downers Grove. The researchers found the relationship that former students have with the university along with the reputation of the institution develop strong determinants of supportive behavioral intentions. These behavioral intentions include charitable giving, continuing education, and referring potential students to the university. Research results also indicated that opportunities to establish long-term donations by alumni are the result of establishing good relational outcomes based on active communication and satisfaction with their collegiate experience. This study failed to establish the role of financial support by alumni associations on the well-being of students in public universities, which is the focus of the current study.

A study by Weerts and Ronca's (2010) on the profiles of supportive alumni: donors, volunteers, and those who "do it all" in the US, examined four volunteer categories using the

theories of social exchange, expectancy, and investment. Expectancy theory, analyzed if the graduate feels they can make a difference, which emerged as the strongest inclination. The alumni in the supporter category were 9.28 times more likely to donate based on their belief that the alumni should support their alma mater and that the institution needs their support. Former students in the donor category were 2.88 times more likely to contribute to the fundraising campaign of their alma mater. This study was conducted in United States, the findings cannot be generalized to Kenya because the operations of Universities in the two countries are different.

In their evaluation Tsao and Coll's (2012) on the intention of former students to make a donation in China, the study used a four-page questionnaire, which was mailed to the participants along with a postage-paid envelope and was posted online. The purpose of their research was to study the intention of former students to make a donation. The researchers focused on demographic variables, psychographic profiles (satisfaction with a program), as well as behavioral traits (communication and involvement) with the institution's educational program. The results of this study indicated the more positive the student experience is during the academic program the more the individual will want to contribute after graduation. The researchers found that alumni giving patterns accounted for one-fourth of the support to higher education. The study also indicated that although the Council for Aid to Education reveals "alumni giving in 2002 dropped by 14%," it still represented a significant resource for higher education. This study was conducted in China, the findings cannot be generalized to Kenya because the operations of Universities in the two countries are different.

A study by Terry and Macy (2012) on determinants of alumni giving rates, used data derived from U.S. News & World Report and comprised 196 educational institutions. Regression results indicated that the primary determinants of alumni giving rates are institutional acceptance rate, amount of average student debt, percent of students receiving Pell Grants, cost of room and board, value of the institution's endowment, public versus private institutions, percent of full-time students, and percent of female students. This study failed to establish the role of financial support by alumni associations on the well-being of students in public universities, which is the focus of the current study.

In an evaluation by Gaier (2011) on increasing alumni involvement and alumni financial support through a student alumni association in South Africa, explored student involvement as a means for understanding alumni involvement, and reported on the effects of having a student alumni association. Twenty-eight of 80 alumni associations contacted participated in the survey, and each of these had a student alumni association. Representatives of these associations completed the Student Alumni Association Questionnaire online and returned a hard copy. Results showed that alumni who are financial contributors to their alma maters are also likely to have involvement with their alma mater. This study supported the proposition that the level of alumni involvement is linked to the basic perception and relationship of each alumna/alumnus to the alma mater. This study mainly focused on alumni involvement and alumni financial support and did not explain how this ensures the well-being of students in the Universities.

2.2.2 Alumni Scholarship Support to Students

In their evaluation Meer and Rosen (2012) analyze the relationship between students receiving financial aid packages as undergraduates and their donation behavior as alumni in the United States. The study examined data on alumni giving and focused on three types of financial aid scholarships, loans, and campus jobs. Data was analyzed using administrative archives at a university of all individuals who graduated between 1993 and 2005. The study targeted 13,831 former students to study. Of the individuals incorporated in the sample, 49.6% of the individuals received a form of financial aid (scholarships, loans, or campus jobs). The breakdown of this percentage included 44.7% receiving a portion of scholarship aid, 40.4% receiving aid through a campus job, and 43% receiving loans. Results from the study show scholarship aid reduces the amount of alumni giving but has little effect on the probability of giving. In fact, some larger grants issued to scholarship recipients did in turn offer a larger donation to their alma mater. The manner in which alumni are affected by the financial aid packages they received offers the opportunity for a unique study and a possible prediction of donations in the future. Based on the findings, the researchers advise that universities should not rely on substantial contributions from those that received financial aid (Meer & Rosen, 2012). This study was conducted in United States the findings cannot be generalized to Kenya since the operations of the Universities are different.

A study by Campbell (2016) on international scholarship graduates influencing social and economic development at home, the role of alumni networks in Georgia and Moldova. In the comparative qualitative study, 40 Georgian and Moldovan scholarship alumni who studied in the United States were asked how alumni networks assist their ability to influence social and

economic change in their home countries. The comparative findings pointed to the value of alumni networks in terms of graduates backing each other's activism projects and feeling part of a community of like-minded individuals who seek change. Where these networks were not present, alumni desired a supportive association to assist in their attempts to influence reform. Findings suggested the development of alumni networks to facilitate individual scholarship participants' efforts to "give back" to their countries of origin. This study failed to establish the role of scholarships offered by alumni associations on the well-being of students in public universities, which is the focus of the current study.

In an evaluation by Omeje and Abugu (2015) on the impact of scholarships on students' academic performance: a case of tertiary institutions in Enugu State, Nigeria, the study utilized survey data generated from 540 questionnaires distributed among student in twelve (12) higher institutions. The propensity score matching model was adopted for the study and the results indicated that students' academic performances significantly increase with an increase in the award of scholarships. The results also suggested that with scholarships academic performance of students in higher institutions in Enugu state would decrease by 13% but will rise by about 87% if the scholarships are given to indigent students.

2.2.3 Internship Opportunities offered by Alumni

A study by Chi, Jones and Grandham (2012) on enhancing mentoring between alumni and students via smart alumni system, proposed to incorporate selected features of social networking and data mining into alumni systems to boost mentoring between alumni and students. There are two major contributions of this research project, a framework for smart alumni systems (SAS), and a proof-of-concept prototype implementation of an SAS subset.

The SAS framework expands stakeholder roles beyond alumni to include current students, faculty, staff, and guests. The framework supports social networking style interactions within and across stakeholder types, for activities such as mentoring, fund-raising, curriculum development, etc. In the SAS framework, the primary purpose of data mining is to provide recommendations for establishing associations between stakeholders so that helps current students to get better mentoring; a secondary purpose is analyzing results from university and departmental surveys. The proof-of-concept smart alumni system prototype has been implemented as a web-based interface. The prototype implements stakeholder roles for students, faculty and alumni, and supports social networking features of friends, groups and messaging. Basic data mining algorithms are used to provide a ranked list of recommendations for stakeholder relationships for friends or groups.

An evaluation by Domholt (2018) on internship participation: impacts on career outcomes and starting salaries in North Dakota State University, used quantitative research study to examine the impacts on career outcomes and starting salaries for college graduates who participated in a paid internship, unpaid internship or no internship and in a structured internship program for which they receive college credit, a non-credit internship and no internship. The results showed that students who completed any type of internship were employed at a higher rate than those who did not complete an internship. There was also a substantial impact on higher starting salaries for those who completed a paid internship.

A study by Kanady (2015) on examination of alumni engagement at Rowan University, examined what selected alumni report about their engagements alumni at Glassboro State

College/Rowan University in the areas of giving, formal and informal involvement, politics, student recruitment, and satisfactory reflection. The survey tool that was utilized consisted of 59 items which collected demographics and employed a series of Likert-style statements. There was also one open-ended question. The subjects consisted of 423 alumni who graduated with their bachelor's degree from the institution. The results of the study showed that the most frequent form of engagement across all factor groupings was in the area of satisfactory reflection, followed by student recruitment.

In College of Charleston in South Carolina, the College of Charleston Alumni Association represents nearly 90,000 former students located across the country and around the world. The Office of Alumni Affairs is committed to providing valuable experience for students through internship programs in the fall, spring, and summer semesters. The associations usually announce internships opportunities whenever they are available. The purpose of the association is to promote the welfare of the College of Charleston (College of Charleston Alumni Report, 2017). The UCLA internship alumni network (IAN) actively supports students through internships and mentoring as they explore and pursue their career path. The network serves as an alumni resource in partnership with UCLA Internship, Study Abroad and the Career Center. In May 2018, Internship Alumni participated in a crowd funding campaign supporting USAC's External VP office in building funds to support low income, immigrant and first generation students' participation in internships among other student populations. Without such alumni support, unpaid public service internships become barriers for these students rather than pathways to success (UCLA Alumni Report, 2018).

A study by Bukaliya (2012) on the potential benefits and challenges of internship programmes in an ODL institution: a case for the Zimbabwe Open University, focused on two of the university's faculties: the Faculty of Science and technology and that of Applied Social Sciences. The study employed the use of the questionnaire to solicit data from the 50 respondents chosen through convenience sampling. Results showed that the majority of the students preferred the attachment programme because it exposed them to the real expectations of the world of work. However, a number of challenges militated against the effectiveness of the programmes. Challenges include some fulltime employees being reluctant to disclose important information to students. A number of supervisors are too busy to provide effective supervision. Current duration of attachment is not sufficient for all the disciplines.

2.3 Theoretical Framework

The study was based on social exchange theory.

2.3.1 Social Exchange Theory (SET)

SET is sociological perspective explaining social exchange and stability as a way of negotiating among different parties. The SET indicates that associations of humans are created through the use of “subjective cost-benefit analysis and the comparison of alternatives. “The foundation of the theory is economy, psychology and sociology. The assumptions of SET are more like those of rational choice theory and structuralism (Liang, *et al.*, 2001.)

The modification of SET whose foundation is in the theory of economy was done by Thibaut and Kelley (1959) for a particular research on social psychology of groups, whose focus was on what was perceived regarding costs and the advantages of the association and how they implicate satisfaction in relationships. Comparison is very important in social exchange since it gives a basis in which associations can be judges. Standards of comparison are different depending on the group (Ward & Berno, 2011).

There are particular times when social associations are dynamic and sometimes they are not balanced and therefore the decision to stay in the relationship or to exist needs to be revisited constantly (Chadwick-Jones, 1976). The costs used in the first phase of an association might be different from the ones incurred with passing time. Change experienced in one’s social association (e.g., a break-up) can have effect on other people, so is the change experienced in the environment (e.g., experiencing a move). In situations when costs of being in a

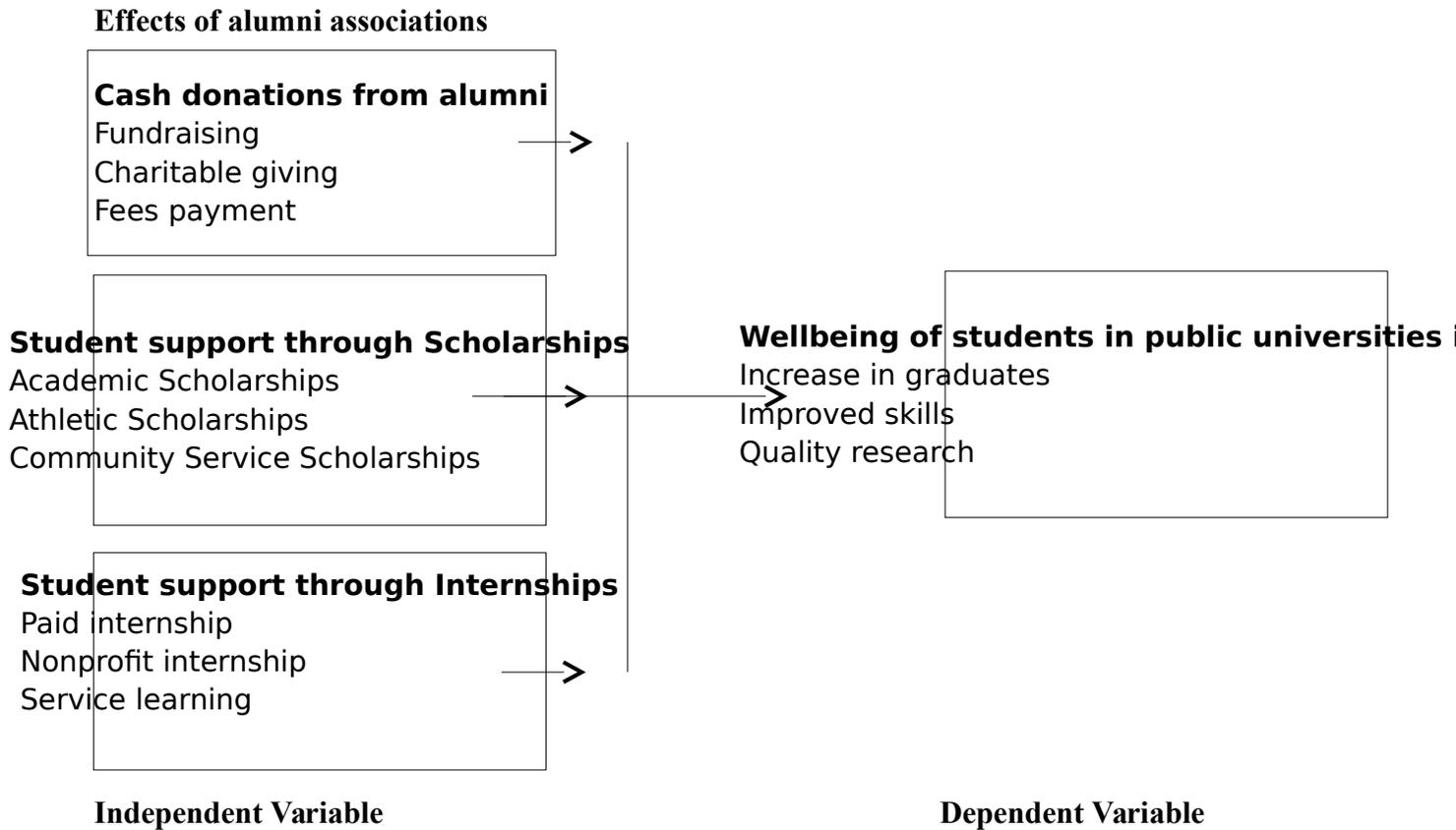
relationship, the cost might be tangible or intangible or benefits material or immaterial, are much greater and the benefits are much less then change in the association must be made.

Based on the study done on alumni volunteers, SET suggest that alumni considers the cost they will incur in volunteering their time and how they will benefit based on their previous experience (e.g., quality education) or the present (e.g., status). This suggests that the reasons for one being willing to volunteer may have been natured long before the activity was even planned; some of the reason that affect ones decision to volunteer is ones experience as a student. Aside from past experience, current interaction can also affect the decision to participate; it might be “ongoing relationships with the university, its personnel, or fellow alumni may influence the extent to which alumni will volunteer” (Chadwick-Jones, 1976).The theory explains that the relationship between the alumni and the university will influence their decision to volunteer. Therefore universities should maintain good relationships with their alumni so that they can get their support in the development of the students.

2.4 Conceptual Framework

Figure 2.1 gives the conceptual framework of this study. In this conceptual framework the effects of alumni associations on public universities in Kenya are illustrated.

Figure 2.1: Conceptual Framework



Source; (Author, 2019).

The framework shows that cash donations from alumni such as fundraising, charitable giving and fees payment contribute to the wellbeing of students in public universities in Kenya. Further, student support through academic scholarships, athletic scholarships and community service scholarships contribute to the wellbeing of students in public universities. Also, student support through paid internship, non-profit internship and service learning contribute to the wellbeing of students in public universities.

2.5 Summary of Literature and Research Gaps

Table 2.1: Summary of Literature and Research Gaps

Author(S)	Focus of Study	Findings	Study Gap	Focus of the current Study
Sung and Yang (2013)	Influence the behavioral intentions of alumni involvement with their alma mater	Relationship that former students have with the university along with the reputation of the institution develop strong determinants of supportive behavioral intentions	This study focused on behavioral intentions of alumni involvement	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Weerts and Ronca's (2010)	Profiles of supportive alumni: donors, volunteers, and those who "do it all" in the US	The alumni in the supporter category were 9.28 times more likely to donate based on their belief that the alumni should support their alma mater and that the institution needs their support	This study was conducted in United States the findings cannot be generalised to Kenya.	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Tsao and Coll's (2012)	Intention of former students to make a donation in China	Alumni giving patterns accounted for one-fourth of the support to higher education.	This study failed to establish the effect of alumni financial support on students wellbeing	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Gaier (2011)	Increasing alumni involvement and alumni financial support through a student alumni	Alumni who are financial contributors to their alma maters are also likely to have involvement with	This study mainly focused on alumni involvement	The current study focus is on the role of alumni associations

	association in South Africa	their alma mater.	in university activities	on the well-being of students in public universities in Kenya
Meer and Rosen (2012)	The relationship between students receiving financial aid packages as undergraduates and their donation behavior as alumni in the United States.	Scholarship aid reduces the amount of alumni giving but has little effect on the probability of giving	This study failed to establish the role of scholarships offered by alumni on students wellbeing	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Campbell (2016)	International scholarship graduates influencing social and economic development at home, the role of alumni networks in Georgia and Moldova	Alumni networks in terms of graduates backing each other's activism projects and feeling part of a community of like-minded individuals who seek change.	This study failed to establish the role of scholarships offered by alumni on students wellbeing	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Omeje and Abugu (2015)	Impact of scholarships on students' academic performance: a case of tertiary institutions in Enugu State, Nigeria	Students' academic performances significantly increase with an increase in the award of scholarships	This study failed to establish the role of scholarships offered by alumni	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Chi, Jones and Grandham (2012)	Enhancing mentoring between alumni and students via smart alumni	Basic data mining algorithms are used to provide a ranked list of recommendations for stakeholder	This study focused on mentoring between alumni and	The current study focus is on the role of alumni associations

	system	relationships for friends or groups	students	on the well-being of students in public universities in Kenya
Domholt (2018)	Internship participation: impacts on career outcomes and starting salaries in North Dakota State University	Students who completed any type of internship were employed at a higher rate than those who did not complete an internship	This study failed to focus on role of internship offered by alumni on wellbeing of students	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Kanady (2015)	Alumni engagement at Rowan University	The most frequent form of engagement across all factor groupings was in the area of satisfactory reflection, followed by student recruitment	This study focus was only on Alumni engagement	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya
Bukaliya (2012)	Potential benefits and challenges of internship programmes in an ODL institution: a case for the Zimbabwe Open University	Majority of the students preferred the attachment programme because it exposed them to the real expectations of the world of work	This study focus was on challenges of internship programmes for university students	The current study focus is on the role of alumni associations on the well-being of students in public universities in Kenya

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology that was applied including; the target population, the sample and sampling techniques that were used, data collection techniques, data analysis techniques and ethical considerations.

3.2 Research Design

The study used a descriptive research design was applied. Descriptive research is a statement of affairs as they are at present with the researcher having no control over variable. Descriptive research is was selected because it helps in describing the various aspects of the study. Further, the design allows data to be gathered, summarized, presented and interpreted in a clear manner. Since the study describes the state of affairs as they are it will help in establishing the effects of alumni associations on the well-being of students in public universities in Kenya: the case of University of Nairobi.

3.3 Population of the Study

The target population of the study was management staff, alumni members and workers who deal with alumni scholarships/internships from the University of Nairobi. “These respondents were selected because they are involved in activities carried out by the alumni association.” The study targeted 7 university of Nairobi campuses in Nairobi County. According to an annual report by the University of Nairobi in 2017 there are 10,000 workers who work in the University in Nairobi campuses as shown in Table 3.1. The target population was 3,000 workers and students, 7 management staff and 7 alumni members from the University of Nairobi.

Table 3.1: Population Distribution

Population Category	Population Size	Percent
Main Campus	950	32
Chiromo Campus	300	10
Upper Kabete Campus	500	17
Lower Kabete Campus	400	13
Kenyatta National Hospital Campus	200	7
Parklands Campus	250	8
Kenya Science Campus	400	13
Total	3,000	100

Source: UoN report (2017)

3.4 Sample Size and Sample Design

Simple random sampling was applied in selecting the sample size from each stratum. The advantage of using random sampling technique is that minimizes sampling error and therefore increasing precision of any technique that is applied (Cooper & Schindler, 2013). The sample size was determined by use of Yamane formula for calculating sample size.

Population = Students and workers who deal with alumni scholarships/internships from the University of Nairobi

The formula is $n = N / [1 + N(e)^2]$

Where n = sample size,

N = population size

e = error term (0.05)

Hence, $n = 3,000 / [1 + 3,000 (.05)^2] = 353$

The sample size of the study was 353 students and workers who deal with alumni scholarships/internships in one way or another as administrators, career officers, sports officer etc. Further, 7 management staff and 7 alumni members from the University of Nairobi also participated in the study.

Table 3.2: Sample Distribution

Population Category	Population frequency	Population Ratio	Sample Size
Main campus	950	0.1177	112
Chiromo campus	300	0.1177	35
Upper Kabete campus	500	0.1177	59
Lower Kabete campus	400	0.1177	47
Kenyatta national hospital campus	200	0.1177	24
Parklands campus	250	0.1177	29
Kenya Science Campus	400	0.1177	47
Total	3, 000	0.1177	353

3.5 Data Collection Instruments

Primary data used in the study was collected using questionnaires. The questionnaires were administered to workers and students. The questionnaire had open-ended and close ended questions. They were self-administered. The questionnaire had five parts; the first part addressed the demographic information of the respondents and other four parts addressed the study specific objectives. The questionnaires were preferred in the study because they can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. They provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people (Creswell, 2013). An interview schedule was also used in data collection from the management staff and alumni members.

3.6 Pilot Testing

What is involved in pilot study is performing an initial test of data collection tools for the purpose of determining whether they have errors. The main reason for conducting a pilot test is to establish how accurate and appropriate the instruments are (Saunders, Lewis & Thornhill, 2009). Cooper and Schindler (2013) indicated that the main reason for pilot test is to determine any weakness in the design and implementation and give proxy for gathering of a probability sample. Sekaran (2008) agreed that it is important to conduct a pilot study to test how reliable and valid the instruments are.

Kothari (2013) state that the size of a sample to be used for pilot testing varies depending on time, costs and practicality, but he same would tend to be 5-10 per cent of the main survey. Kothari states that the respondents in a pilot test do not have to be statistically selected when testing the validity and reliability of the instruments. Thirty five questionnaires were piloted to respondents from the United States International University which a private university. Piloting enabled the researcher to ascertain the validity and reliability of the instrument. This process helped the researcher to assess the clarity of the questions and prepare for the actual data collection.

3.6.1 Validity

The study used content validity; this method is suitable since it gives the measure of the degree the sampled items give a representation of the content that the test is designed to give a representation. Questionnaire was designed based on the research questions. To affirm the validity of the instruments, the researcher discussed with experts in the field who were the supervisors; this enabled the researcher to determine those questions that required editing and

those that had ambiguities. The final questionnaire is the one that was printed and distributed to the respondents of the study in order to collect data. The data collection was done by the research with the help of research assistant.

3.6.2 Reliability

Reliability was ascertained through pre-test of the research instruments by use of a sample drawn from the population of similar traits with the study's study. From the results obtained from pre-test, compatibility and consistency of the instrument with the study requirements were checked, and those areas that required adjustments were edited in order to achieve reliable instrument (Nunnally, 2008). The study used Cronbach's alpha to establish the reliability of the research instrument.

Correlation coefficients of two data sets are referred to as Cronbach alpha. The findings were applied in establishing how reliable the questionnaire was. Cooper and Schindler (2003) indicated that reliability coefficient is the score that is returned after a test has been conducted. A 0 reliability coefficient suggests that it is unreliable while a higher score suggests that it is highly reliable. Reliability coefficient value ranges from zero to one. For research purposes, tests with a reliability score of 0.7 and above is accepted as reliable, whilst for clinical decision making, test scores of between 0.8 and 0.9 are acceptable.

3.7 Data Collection Procedure

Before administering the questionnaires the researcher sought the approval of NACOSTI. The researcher obtained an introduction letter from Kenyatta University. The researcher administered the questionnaires to the respondents of the study with the help of research assistants. The study exercised care and control to ensure all questionnaires issued to the

respondents were received and to achieve this, the researcher maintained a register of questionnaires. The questionnaires were administered to Students and workers who deal with alumni scholarships/internships. The management staff and alumni members were interviewed by the researcher.

3.8 Data Analysis and Presentation

Collected data was coded using SPSS version 23. Descriptive statistics which include mean, percentages, standard deviation and frequencies were used in analysis of quantitative data. The data was presented using tables, graphs, bar charts and pie charts. Qualitative data was analyzed using narrative analysis. This method involves the reformulation of stories presented by respondents taking into account context of each case and different experiences of each respondent.

Correlation analysis was conducted to ascertain the relationship between the study variables. Multiple regressions were conducted to determine the strength of relationship between the study variables. The regression model was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

Y = Wellbeing of students in public universities in Kenya

β_0 = Constant Term

$\beta_1, \beta_2, \beta_3, \beta_4$ = Beta Co-efficient

X_1 = Cash donations from alumni

X_2 = Student support through Scholarships

X_3 = Student support through Internships

ϵ = Error

3.9 Ethical Considerations

In this study, the requisite approvals for conducting the research were sought. An initial approval was obtained from UoN Alumni Association. A letter from NACOSTI to allow data collection was also obtained. The study also obtained a research permit from Kenyatta University (graduate school). The respondents willing to participate in the study were provided with a consent form to sign. The information provided was only meant for academic purposes and was kept confidential.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the discussion of key data findings, interpretation and presentation focused on addressing the specific objectives of the study. Descriptive and inferential statistics have been used to discuss the findings of the study. The results are derived from Likert scales.

4.2 Response Rate

The study targeted a sample size of 353 respondents from which 347 filled in and returned the questionnaires making a response rate of 90.1%. This response rate was satisfactory to make conclusions for the study. The response rate was representative. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the assertion, the response rate was considered adequate.

Table 4.1: Response Rate

Response	Frequency	Percent
Returned	347	90.1
Unreturned	38	9.9
Total	385	100.0

Source: (Author, 2019)

4.3 Reliability Analysis

Reliability analysis was done to determine the reliability of the questionnaire. The study used the Cronbach's Alpha. Gliem and Gliem (2003) established the Alpha value threshold at 0.7, thus forming a benchmark for the study.

Table 4.2: Reliability Results

Scale	Cronbach's Alpha	Number of Items
Financial Support from alumni	0.981	6
Alumni Scholarship Support to Students	0.990	7
Internship Opportunities offered by Alumni	0.993	6
Wellbeing of students in public universities in Kenya	0.971	5

Source: (Author, 2019)

The findings in Table 4.1 show that Financial Support from alumni as an alpha of 0.981, Alumni Scholarship Support to Students as an alpha of 0.990, Internship Opportunities offered by Alumni as an alpha of 0.993 and Wellbeing of students in public universities in Kenya as an alpha of 0.971. This shows that all the variables were reliable.

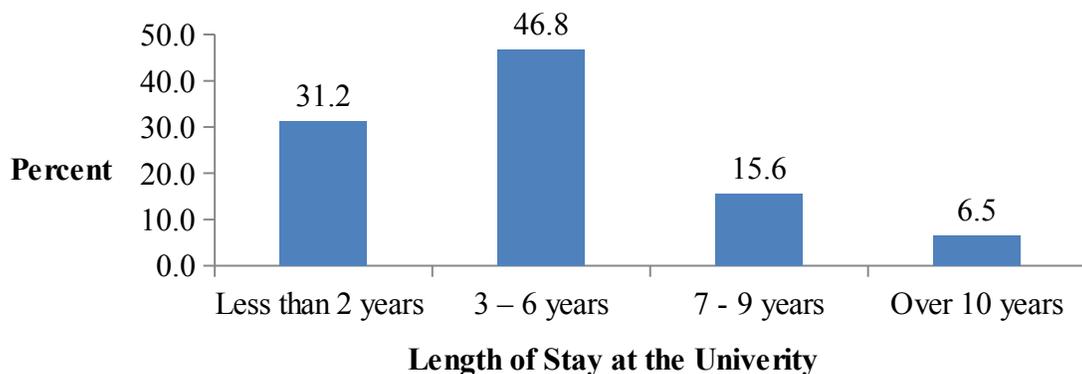
4.4 Demographic Information

4.4.1 Respondents Length of Time in the University

The respondents were asked to indicate the length of time they have been in the university.

The results were as presented in Figure 4.1.

Figure 4.1: Respondents Length of Time in the University



Source: (Author, 2019)

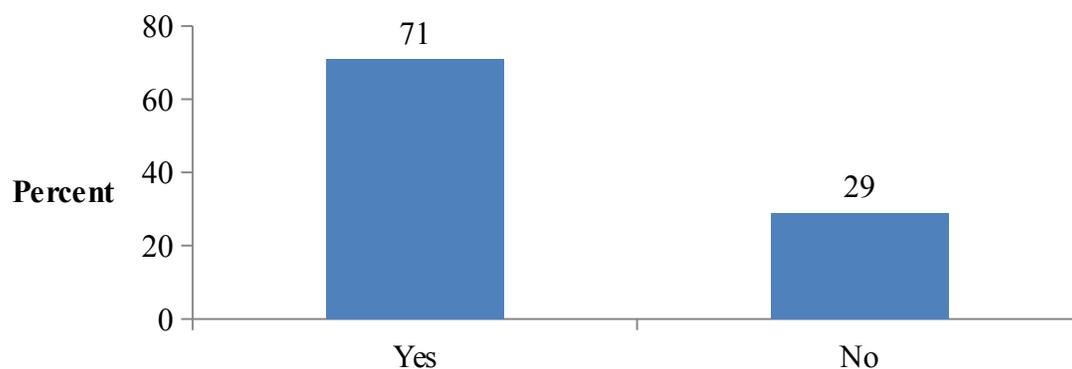
From the findings, 46.8% of the respondents had stayed in the university for a period of 3 to 6 years, 31.2% for less than 2 years, 15.6% for 7 to 9 years and 6.5% for over 10 years. This is

an indication that the respondents had stayed in the organization long enough to provide the information needed for this study.

4.4.2 Respondents Knowledge on Existence of Alumni Association

Respondents were asked to indicate whether they were aware that their University had an alumni association. The results were as presented in Figure 4.2.

Figure 4.2: Knowledge on Existence of Alumni Association



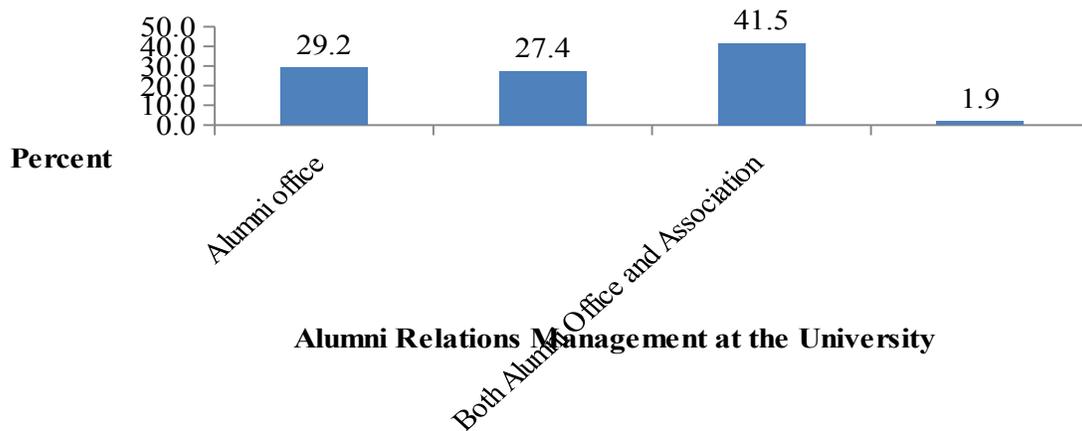
Source: (Author, 2019)

From the findings, 71% of the respondents indicated that they were aware that their University had an alumni association while 29% were not aware. This is an indication that Majority (71%) of the respondents were aware that their University has an alumni association. The association holds different forums such as open days to encourage alumni to register with the association. The association has also a website <http://alumni.uonbi.ac.ke> where alumni can register.

4.4.3 Alumni Relations Management at the University

Respondents were asked to indicate Alumni Relations Management that their university has. The results were as presented in Figure 4.3.

Figure 4.3: Alumni Relations Management at the University



Source: (Author, 2019)

From the findings, 41.5% of the respondents indicated that their university had both alumni office and association, 29.2% indicated it had alumni office, 27.4% has alumni association while 1.9% had none. This is an indication that the university has some form of alumni relations management with most (41.5%) having both alumni office and association. An annual report by UONAA (2012) indicated that the University Bill (2012) which is meant to align university education to the new constitution recognizes the alumni associations. The association works with the University management to provide their support during the graduation ceremonies.

4.5 Descriptive Statistics

4.5.1 Financial Support from alumni

The first objective sought to examine how the University of Nairobi has benefited in terms of cash donations from alumni. The results were as presented in Table 4.3.

Table 4.3: Financial Support from Alumni

Statement	Mean	Std.Dev.
Donating money to the university helps give back to the next generation of students.	3.8876	.60493
Cash donations made to the alma mater often goes to new scholarships	3.8905	.57360
Donating money helps fund new programs for the next classes of students who will attend the university	3.8847	.54132
University need donations for their operation budgets	3.8184	.69590
Cash donation is a sign of appreciation to what the university gave me the period I was learning	3.8732	.74186
The donations now and in the future play an important role in maintaining the value of our degrees.	3.8040	.74235
Aggregate	3.8597	0.6500

Source: (Author, 2019)

From the findings, the respondents were in agreement that cash donations made to the alma mater often goes to new scholarships as shown by a mean of 3.8905, donating money to the university helps give back to the next generation of students as shown by a mean of 3.8876, donating money helps fund new programs for the next classes of students who will attend the university as shown by a mean of 3.8847, cash donation is a sign of appreciation to what the university gave the student for the period they were learning as shown by a mean of 3.8732, university need donations for their operation budgets as shown by a mean of 3.8184 and the donations now and in the future play an important role in maintaining the value of students degrees as shown by a mean of 3.8040. The aggregate mean was 3.8597 suggesting that financial Support from Alumni affects well-being of students in public universities in Kenya. The findings of the study concur with the findings of Tsao and Coll's (2012) who researched on the intention of former students to make a donation that the more positive the student experience is during the academic program the more the individual will want to contribute after graduation.

The Chairperson of UONAA Dr. Betty Gikonyo (2005-2015) indicated that the Alumni Association donated over eleven million shillings towards supporting bright and needy students achieve their academic endeavors between (2005-2015). (UONAA Annual Report, 2015).

An alumnus of UON Hon. Elias P. Mbau donated 5 acres of land to UoN in 2005. The land was to be used to set up a regional centre where extra-mural classes under the Open, Distance & E-Learning classes for the then Maragua Constituency would be housed. (UONAA Newsletter Vol.2, 2005)

In the 2015/2016 and 2016/2017 academic year, over 20 distinguished alumni of UON contributed various prizes between (KShs. 10,000- KShs. 100,000) towards the annual UON Student Prizes that award top performing students in various disciplines in the University. Eng. Carey Orege an alumnus of School of Engineering while handing over his award to the top students in Civil Engineering to the best student in 5th year, 4th year and 3rd year encouraged more alumni to come forth and sponsor prizes to boost the morale of the current crop of students. (UON Prize Presentation Ceremony Handbook 2019)

The findings agree with the findings of Sung and Yang (2013) who indicated that opportunities to establish long-term donations by alumni are the result of establishing good relational outcomes based on active communication and satisfaction with their collegiate experience.

4.5.2 Alumni Scholarship Support to Students

The second objective sought to examine the extent to which students at the University of Nairobi have been supported through scholarships offered by alumni. The findings were as presented in Table 4.4.

Table 4.4: Alumni Scholarship Support to Students

Statement	Mean	Std. Dev.
Scholarships help more students acquire university education because they provide financial support	3.7896	.71653
Students are able to earn scholarships based on academic excellence, as well as involvement in campus and community activities.	3.7522	.71054
The alumni association usually provides academic scholarships	3.7896	.76340
The alumni association usually provides athletic scholarships for the talented students	3.7925	.66944
The alumni association usually providecommunity service scholarships	3.7954	.70603
Scholarships in general encourage students to think of further studies	3.7695	.71636
Scholarships helps in broadening research and collaborations	3.5764	.96278
Aggregate	3.7522	.74930

Source: (Author, 2019)

From the findings, the respondents were in agreement that the alumni association usually providecommunity service scholarships as shown by a mean of 3.7954, the alumni association usually provides athletic scholarships for the talented studentsas shown by a mean of 3.7925, scholarships help more students acquire university education because they provide financial supportas shown by a mean of 3.7896, the alumni association usually provides academic scholarshipsas shown by a mean of 3.7896, scholarships in general encourage students to think of further studiesas shown by a mean of 3.7695, students are able to earn scholarships based on academic excellence, as well as involvement in campus and community activitiesas shown by a mean of 3.7522, and scholarships helps in broadening research and collaborations as shown by a mean of 3.5764. The aggregate score was 3.7522 which show that the respondents agreed on statements on the effects of Alumni Scholarship Support to Students on well-being of students in public universities in Kenya. The findings concur with the findings of Campbell (2016) who suggested the development of alumni

networks to facilitate individual scholarship participants' efforts to "give back" to their countries of origin.

The study also found that alumni have provided over 500 scholarship support to university of Nairobi students since its inception. Contributions towards the alumni scholarship fund are made by young Alumnus and other well-wishers. For instance, Dr. Timothy K. Kamau a beneficiary of alumni bursary fund donated Kshs. 10,000 towards Alumni Scholarship Fund. (UONAA Newsletter, Issue No.8 2013).

Scholarships are mainly academic scholarships provided to students to study both in Kenya and other nations such as Australia and China. This has highly promoted the growth of students both academically and socially. The interactions of the students with individuals from other nationalities help to build a whole rounded student. In 2012 the Association contribution towards University Scholarship Fund was Kshs. 9 million (UONAA Newsletter Issue No.7, 2012). The findings agree with Meer and Rosen (2012) that scholarship aid reduces the amount of alumni giving but has little effect on the probability of giving.

4.5.3 Internship Opportunities Offered by Alumni

The third objective sought to investigate how students in the University of Nairobi have benefited from internships offered by alumni. The results were as presented in Table 4.5.

Table 4.5: Internship Opportunities Offered By Alumni

Statement	Mean	Std. Dev.
Internship is important as it helps to improve one's skills	3.5764	.96278
Students are also willing to undertake non-profit internships	3.6167	.88013
The internships helps students to improve from their learning in	3.6023	.93289

Statement	Mean	Std. Dev.
classrooms hence prepares them for their career path		
Internship are important to establish critical networking connections	3.6513	.93241
Learning internships help students to gain coveted work experience	3.6196	.92772
Internship help students gain exposure to their chosen field	3.7320	.82601
Aggregate	3.6331	0.9103

Source: (Author, 2019)

From the findings, the respondents were in agreement that internship help student's gain exposure to their chosen field as shown by a mean of 3.7320, internship are important to establish critical networking connections as shown by a mean of 3.6513, learning internships help students to gain coveted work experience as shown by a mean of 3.6196, students are also willing to undertake non-profit internships as shown by a mean of 3.6167, the internships helps students to improve from their learning in classrooms hence prepares them for their career path as shown by a mean of 3.6023, and internship is important as it helps to improve one's skills as shown by a mean of 3.5764. The aggregate score was 3.6331 which show that the respondents were in agreement with statements on effects of Internship Opportunities Offered by Alumni on well-being of students in public universities in Kenya. The findings concur with the findings of Domholt (2018) who noted that students who completed any type of internship were employed at a higher rate than those who did not complete an internship.

The study also found that the alumni association has helped more than 200 students of Nairobi University to find internship opportunities in different industries. The industries include banking, manufacturing and Information technology. This has helped many students to gain skills in the area of study. This has helped students to be absorbed in job market so fast after completion of their studies. Also students have been able to start their own businesses and become their own managers.

The UONAA supports youth alliance for leadership and development in Africa (YALDA) to nurture skills among students. YALDA provides a forum for youth in Africa and abroad to network with professionals, mentors and each other in order to increase their capacity to take on positive leadership roles in their universities, countries and on the continents (UONAA Annual Report, 2015).

Further, needy and bright students from UoN benefited from a work study programme at Beta Healthcare Internal in 2015. The UONAA signed a partnership agreement with Beta Healthcare a leading pharmaceutical in Kenya. Through the programme, the students will gain much needed work experience while still at University, earn an extra income and discover hidden abilities (UONAA Annual Report, 2015)..

4.5.4 Wellbeing of Students public universities in Kenya

Respondents were requested to indicate their level of agreement with statements about Wellbeing of students public universities in Kenya. Where 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly Disagree. The results were as presented in Table 4.6.

Table 4.6: Wellbeing of Students in Public Universities in Kenya

Statement	Mean	Std. Dev.
The quality of education at the institution has improved	3.7262	.78459
The reputation of the institution to the society and students has improved	3.9222	.51816
Level of service delivery in the institution has improved	3.7061	.82241
There is quality research conducted in the institution	3.7176	.78704
The institution is able to recruit and retain of students from a variety of	3.8127	.69020

Statement	Mean	Std. Dev.
backgrounds		
Aggregate	3.7769	.72048

Source: (Author, 2019)

From the findings, the respondents were in agreement that the reputation of the institution to the society and students has improved as shown by a mean of 3.9222, the institution is able to recruit and retain of students from a variety of backgrounds as shown by a mean of 3.8127, the quality of education at the institution has improved as shown by a mean of 3.7262, there is quality research conducted in the institution as shown by a mean of 3.7176, and level of service delivery in the institution has improved as shown by a mean of 3.7061. The aggregate mean was 3.7769 which show that the respondents were in agreement with statements on Wellbeing of students in Public Universities in Kenya. The findings concur with Boros (2008) who indicated that universities association with its alumni is very important since they provide the institution with post academia experience and also provide the institution with a chance to connect with former students and therefore establish a long term association.

UONAA placed 200 concrete benches at a cost of Kshs. 1.3 million in all colleges and campuses. The benches serve as relation places for students and discussion areas for study groups. The associated has also contributed towards university students prizes worth Kshs. 2.4 million, sponsorships students and corporate social responsibility projects worth Kshs 0.8 million. In 2017 UONAA donated Kshs. 300, 000 to the University in support of the 2017 open day (UONAA Annual Report, 2017). One of the goals of UONAA is to raise funds and set up Kshs 1 billion endowment fund. An endowment is a permanent gift, an investment that

continuously gives back to the University. It provides one of the most secure sources of future revenue for the University (UONAA Annual Report, 2015).

4.6 Inferential Statistics

This section covered the correlation analysis and multiple regression analysis.

4.6.1 Correlation Analysis

Correlation analysis is used to analyze the association between independent and dependent variables. Pearson Moment Correlation analysis was adopted in this study. Results are as shown in Table 4.7.

Table 4.7:Correlations

		Wellbeing of students in public universities in Kenya	Financial Support from alumni	Student support through Scholarships	Student support through Internships
Wellbeing of students in public universities	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	347			
Financial Support from alumni	Pearson Correlation	.963**	1		
	Sig. (2-tailed)	.000			
	N	347	347		
Student support through Scholarships	Pearson Correlation	.990**	.971**	1	
	Sig. (2-tailed)	.000	.000		
	N	347	347	347	
Student support through Internships	Pearson Correlation	.940**	.865**	.924**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	347	347	347	347

** . Correlation is significant at the 0.01 level (2-tailed).

Source: (Author, 2019)

The results revealed that there was a strong positive correlation between Financial Support from alumni and Wellbeing of students in Public Universities in Kenya as shown by $r = 0.963$, statistically significant $p = 0.000 < 0.01$; there was a positive correlation between Student support through Scholarships and Wellbeing of students in Public Universities in Kenya as shown by $r = 0.990$, statistically significant $P = 0.000$; there was a positive correlation between Student support through Internships and Wellbeing of students in Public Universities in Kenya as shown by $r = 0.831$, statistically significant $P = 0.000$. This shows that there is a statistically significant association between, financial support, scholarship, internships offered by alumni and wellbeing of students in public universities. The findings agree with Etzelmueller (2014) who indicated that the role played by Alumni Association is very significant in shaping the future of the institution through representation of the views of

its members and by having a contribution in developing a community of alumni that is supportive and engaged.

4.6.2 Model Summary

Model summary is used to analyze the variation of dependent variable due to the changes of independent variables.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992 ^a	.985	.971	.08478

a. Predictors: (Constant), Student support through Internships, Financial Support from alumni, Student support through Scholarships

Source: (Author, 2019)

The study analyzed the variations of Wellbeing of students in Public Universities in Kenya due to the changes of Student support through Internships, Financial Support from alumni, and Student support through Scholarships. R squared was 0.985 implying that there was 98.5% variation of Wellbeing of students in Public Universities in Kenya due to the changes of Student support through Internships, Financial Support from alumni, and Student support through Scholarships. The remaining 1.5% imply that there are other factors that influence Wellbeing of students in Public Universities in Kenya were not discussed in the study. R shows the association between the variables and from the findings, the variables were strongly related as shown by a value of 0.992.

4.6.3 Analysis of Variance

ANOVA is used to determine whether the data used in the study is significant.

Table 4.9: ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	162.150	3	54.050	7519.904	.000 ^b
	Residual	2.465	343	.007		
	Total	164.616	346			

a. Dependent Variable: Wellbeing of students in public universities in Kenya

b. Predictors: (Constant), Student support through Internships, Financial Support from alumni, Student support through Scholarships

Source: (Author, 2019)

From the ANOVA statistics, the processed data (population parameters) had a significance level of 0.001. This shows that the data is ideal for making conclusions on the population's parameter as the value of significance (p-value) is less than 5%. The F calculated was greater than F critical ($7519.904 > 2.631$). This shows that Student support through Internships, Financial Support from alumni, Student support through Scholarship significantly influence Wellbeing of students in public universities in Kenya. The findings agree with Arceo (2013) who found that student and alumni associations are a fundamental part of the workings of the education and employment engine.

4.6.4 Beta Coefficients of the study Variables

The regression equation was

$$Y = 0.076 + 0.163 X_1 + 0.659 X_2 + 0.159 X_3 + e$$

The equation above reveals that holding Student support through Internships, Financial Support from alumni, and Student support through Scholarships constant, the variables will significantly influence Wellbeing of students in public universities in Kenya as shown by a constant value of 0.076 as shown in Table 4.10.

Table 4.10:Coefficients

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.076	.031		2.464	.014
Financial Support from alumni	.163	.033	.148	4.979	.000
1 Student support through Scholarships	.659	.039	.655	16.769	.000
Student support through Internships	.159	.014	.206	11.103	.000

a. Dependent Variable: Wellbeing of students in public universities in Kenya

Source: (Author, 2019)

Financial Support from alumni is statistically significant to Wellbeing of students in public universities in Kenya as shown by ($\beta = 0.163$, $P = 0.000$). This shows that Financial Support from alumni had significant positive relationship with Wellbeing of students in public universities in Kenya. This implies that a unit increase in Financial Support from alumni will result to increase in Wellbeing of students in public universities in Kenya.

Student support through Scholarships is statistically significant to Wellbeing of students in public universities in Kenya as shown by ($\beta = 0.659$, $P = 0.000$). This shows that Student support through Scholarships had significant positive relationship with Wellbeing of students in public universities in Kenya. This implies that a unit increase in Student support through Scholarships will result to increase in Wellbeing of students in public universities in Kenya.

Student support through Internships is statistically significant to Wellbeing of students in public universities in Kenya as shown by ($\beta = 0.159$, $P = 0.000$). This shows that Student support through Internships had significant positive relationship with Wellbeing of students

in public universities in Kenya. This implies that a unit increase in Student support through Internships will result to increase in Wellbeing of students in public universities in Kenya.

The findings imply that student support through internships, financial support from alumni, and student support through scholarships significantly influence wellbeing of students in public universities in Kenya. The findings concur with the findings of Shakil and Faizi (2012) who found that Alumni Association plays an important role in terms of both academics and administrations.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusion drawn from the findings highlighted and recommendations made there-to. The objectives of the study were to: to assess the role of financial support by alumni associations on the well-being of students in public universities,

to examine the role of scholarships offered by alumni associations on the well-being of students in public universities and to investigate how internships offered by alumni associations have influenced the well-being of students in public universities in Kenya.

5.2 Summary of Findings

The donations made by the UoN alumni are used to support the education of bright and needy students. The study found that cash donations made to the alma mater often goes to new scholarships (mean of 3.8905), donating money to the university helps give back to the next generation of students (mean of 3.8876), donating money helps fund new programs for the next classes of students who will attend the university (mean of 3.8847), cash donation is a sign of appreciation to what the university gave the student for the period they were learning (mean of 3.8732), university need donations for their operation budgets (mean of 3.8184) and the donations now and in the future play an important role in maintaining the value of students degrees (mean of 3.8040). The study also established that financial Support from Alumni positively affects well-being of students in public universities in Kenya ($\beta = 0.163$).

The study established that the alumni association helps students to secure scholarships. The alumni association usually provide community service scholarships (mean of 3.7954),

scholarships help more students acquire university education because they provide financial support (mean of 3.7896), the alumni association usually provides academic scholarships (mean of 3.7896), scholarships in general encourage students to think of further studies, students are able to earn scholarships based on academic excellence, as well as involvement in campus and community activities (mean of 3.7695), and scholarships helps in broadening research and collaborations (mean of 3.5764). The study also established that Alumni Scholarship Support to Students impactsthe well-being of students in public universities in Kenya (($\beta = 0.659$).

The study found that alumni help students to get internships both profitable and non-profitable in different organizations in the country. Theinternship help student's gain exposure to their chosen field (mean of 3.7320), internship are important to establish critical networking connections (mean of 3.6513), learning internships help students to gain coveted work experience (mean of 3.6196), students are also willing to undertake non-profit internships (mean of 3.6167), the internships helps students to improve from their learning in classrooms hence prepares them for their career path (mean of 3.6023), and internship is important as it helps to improve one's skills (mean of 3.5764). Further, the study found that internship opportunities offered by alumni affects well-being of students in public universities in Kenya($\beta = 0.159$).

The study established that the reputation of the institution to the society and students has improved (mean of 3.9222), the institution is able to recruit and retain of students from a variety of backgrounds (mean of 3.8127), the quality of education at the institution has

improved (mean of 3.7262), there is quality research conducted in the institution (mean of 3.7176), and level of service delivery in the institution has improved (mean of 3.7061). The study also established that alumni associations affect the Wellbeing of students in Public Universities in Kenya.

5.3 Conclusions

The study found that the donations provided by alumni are used to support the education of needy but bright students. This implies that students from low income families are able to study in the university. From the findings, the study concludes that financial support is positively related to wellbeing of students in public universities in Kenya.

The study revealed that alumni provide mainly academic scholarships both in the country and in other countries. The scholarship support helps students to grow their careers in the areas they are interested. Based on the findings of the study, the study concludes that a student support through scholarships is positively related to wellbeing of students in public universities in Kenya.

The study established that alumni assist students to get internship in different companies in the country. The internships help to the growth of student's skills and knowledge. This also prepares student to be entrepreneurs. From the findings, the study concludes that a student support through internships is positively related to wellbeing of students in public universities in Kenya.

5.4 Recommendations for Policy Implications

The study recommends that more students who complete their studies from the university should join the alumni associations. This will increase the number of members which will also rise the amount the association can donate. This will ensure that the donations support more students in their education.

The study recommends that the UoN alumni association should collaborate with alumni other alumni associations in other countries. This will help to broaden the networks for scholarships for the students and also benchmark with the best globally. This will help more students to advance their education.

The study recommends that the alumni association should form partnerships with companies in Kenya and also outside the country. This will ensure that they help more students to secure internships. Hence, more students will gain knowledge and skills.

5.5 Suggestions for further Studies

The objective of this study was to establish the effects of alumni associations on the well-being of students in public universities in Kenya: the case of University of Nairobi. The study recommends further research to be conducted in other universities in Kenya to facilitate generalization of the research findings. Further research can also compare alumni from private and public universities, which will indicate how the types of institutions compare or differ in their approaches to alumni relations as well as the effect of well-being of students.

REFERENCES

- Arceo, A. (2013) The role of student and alumni associations in the democratization process in Spain. *Higher Education in Europe*, 28(4), 523-528.
- Brooks, D. (2011). *The social animal: The hidden sources of love, character, and achievement*. New York, NY: Random House.
- Bukaliya, R. (2012). The Potential Benefits And Challenges Of Internship Programmes In An ODL Institution: A Case For The Zimbabwe Open University. *International Journal on New Trends in Education and Their Implications*, 3(1), 63-75.
- Campbell, A.C. (2016). International Scholarship Graduates Influencing Social and Economic Development at Home: The Role of Alumni Networks in Georgia and Moldova. *Current Issues in Comparative Education (CICE)*, 19(1), 123-143.
- Chadwick-Jones, J. K. (1976). *Social exchange theory*. New York: Academic Press.
- Chi, H., Jones, E.L. & Grandham, L.P. (2012). Enhancing Mentoring between Alumni and Students via Smart Alumni System. *Procedia Computer Science* 9 (2), 1390 – 1399
- Commission for University Education (2017). *Status of universities: universities authorized to operate in Kenya*.
- Coolman, J. (2011). The Science behind Alumni Engagement: The University of Waterloo is Crunching its Alumni Data. *Currents*, 37(4), 36-42.

- Coolman, J. (2013). Narrowing the Field: Achieve Engagement Outcomes Faster by Targeting Potential Alumni Leaders. *Currents*, 39(3), 44-47.
- Cooper, D.R. & Schindler, P.S. (2013). *Business Research Methods*. 8th Edition, McGraw-Hill Irwin, Boston.
- Courtney, M.E. & Hook, J.L. (2016). Employment outcomes of former foster youth as young adults: The importance of human, personal and social capital. *Children and Youth Services Review*, 33(10), 1855-1865
- Dillon, J. (2017). Factors and Characteristics of Alumni Role Identity: Implications for Practice in Higher Education Fundraising and Alumni Relations. *Doctoral Dissertations*, 3(4), 337.
- Domholt, K.D. (2018). *Internship Participation: Impacts On Career Outcomes And Starting Salaries*. Unpublished Thesis, North Dakota State University.
- Drezner, N. D. (2011). *Philanthropy and fundraising in American higher education*. Hoboken, NJ: Wiley.
- Etzelmuller, K.L. (2014). Organizational Identification in Alumni Relations. *College of Professional Studies Professional Projects*. Paper 71.
- Ewalt, D. M. (2010). *Forbes 2010 America's Best Colleges*. Retrieved from <https://www.forbes.com>.
- Farrow, H. & Yuan, C. (2011). Building stronger ties with alumni through Facebook to increase volunteerism and charitable giving. *Journal of Computer-Mediated Communication*, 16, 445-464.
- Gaier, S. E. (2011). *Increasing Alumni Involvement and Alumni Financial Support through a Student Alumni Association*. Retrieved from <https://eric.ed.gov/?id=ED451767>

- Granovetter, M. S. (2002). Problems of explanation in economic psychology. In N. Nohria & R. G. Eccles (Eds.). *Networks and organizations* (pp. 25-56). Boston, MA: Harvard Business School Press.
- Kanady, J.R. (2015). *An Examination Of Alumni Engagement at Rowan University*. Unpublished Thesis, Rowan University.
- Kothari, C. R. (2013). *Research Methodology, Methods and Techniques* (2nd ed., pp. 109-110). New Delhi New Age International (P) Limited.
- Liang, J., Krause, M. N., & Bennet, J. M. (2001). Social exchange and well-being: Is giving better than receiving? *Psychology and Aging*, 16, 511–523.
- Luescher- Mamashela, T. (2012). Student representation in university decision making: good reasons, a new lens? *Studies in Higher Education*, 38(10), 1-15
- Meer, J., & Rosen, H.S. (2012). Does generosity beget generosity? Alumni giving and undergraduate financial aid. *National Bureau of Economic Research, Working Paper 17861*, 1-48
- Menon, V. (2015). Salience Network. *Brin Mapping*, 2, 597-611
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods, Quantitative and Qualitative Approaches*. ACT, Nairobi.
- Muvunyi, L. (2017). *Cash-strapped University of Rwanda looks to alumni for donations*. Retrieved from <https://www.theeastafrican.co.ke/rwanda/News/>
- Newman, M. D., & Petrosko, J. M. (2011). Predictors of alumni association membership. *Research in Higher Education*, 52(7), 738-759.
- Newman, M. D., & Petrosko, J. M. (2011). Predictors of alumni association membership. *Research in Higher Education*, 52(7), 738-759.

- Nunnally, J. C. (2008). *Psychometric theory*. New York: McGraw-Hill.
- Omeje, A. N. & Abugu, S. O. (2015). The Impact of Scholarships on Students' Academic Performance: A Case of Tertiary Institutions in Enugu State, Nigeria. *Bulletin of Business and Economics*, 4(2), 93-104.
- Palli, J. G., & Mamilla, R. (2012). Students' opinions of service quality in the field of higher education. *Creative Education*, 3(4), 430-438.
- Rissmeyer, P. A. (2010). Student affairs and alumni relations. *New Directions For Student Services*, (130), 19-29.
- Saunders, M., Lewis, P. and Thornhill, A. (2009). *Research Methods for Business Students*. Pearson, New York.
- Sekaran, U. (2008). *Research Methods for Business A Skill Business Approach*. John Wiley & Sons, New York.
- Shakil, A.F. & Faizi, W.U. (2012). The Importance of Alumni Association at University Level in Karachi, Pakistan, *Education*, 2(1), 25-30.
- Smith-Barrow, D. (2013). *10 Colleges Where Most Alumni Give Back*. US News. Retrieved from <http://www.usnews.com/education/best-colleges/the-short-list-college/articles/2013/09/26/10-colleges-where-most-alumni-give-bac>.
- Stewart, M. (2011). *Revenue Diversification and Sustainability: A Comparison of Trends in Public Higher Education in the UK and US*. Retrieved from <http://www.cihe-uk.com/docs/0812SandPHESustainabilityReport.pdf>.
- Sung, M., & Yang, S. (2013). Student-university relationships and reputation: A study of the links between key factors fostering students' supportive behavioral intentions towards their university. *Higher Education*, 57(6), 787-811.

- Terry, N. & Macy, A. (2012). Determinants of Alumni Giving. *Journal of Economics and Economic Education Research* 8 (3), 3-17.
- Thibaut, J. W. & Kelley, H. H. (1959). *The social psychology of groups*. New York: Wiley & Sons.
- Tsao, J. C., & Coll, G. (2012). To give or not to give: Factors determining alumni intent to make donations as a PR outcome. *Journalism & Mass Communication Educator*, 59(4), 381- 392
- UONAA Annual report (2015). University of Nairobi Alumni Association. <http://alumni.uonbi.ac.ke>
- UONAA Annual report (2017). University of Nairobi Alumni Association. <http://alumni.uonbi.ac.ke>
- UONAA Newsletter Issue No. 7 (2012)
- UONAA Newsletter Issue No. 8 (2013)
- UON Prize presentation Ceremony Handbook (2019)
- Vroom, V. H. (1964). *Work and motivation*. San Francisco, CA: Jossey-Bass.
- Ward, C., & Berno, T. (2012). Beyond social exchange theory: Attitudes toward tourists. *Journal of Tourism Research* (Article in Press). doi:10.1016/j.annals.2011.02.005.
- Wasserman, S. & Faust, K. (1999). *Social network analysis: Methods and applications*. York: Cambridge University Press.
- Weerts, D. J., & Ronca, J. M (2010). Profiles of supportive alumni: Donors, volunteers, and those who “do it all.” *International Journal of Educational Advancement*, 7(1), 20-34.

- Weerts, D. J., Cabrera, A. F. & Sanford, T. (2010). Beyond giving: Political advocacy and volunteer behaviors of public university alumni. *Research in Higher Education*, 51, 346-365.
- Weerts, D. J., Cabrera, A. F., & Sanford, T. (2010). Beyond giving: Political advocacy and volunteer behaviors of public university advocacy. *Research in Higher Education*, 51(4), 346-365.
- Weerts, D. J., Cabrera, A. F., & Sanford, T. (2010). Beyond giving: Political advocacy and volunteer behaviors of public university advocacy. *Research in Higher Education*, 51(4), 346-365.
- Wesonga J. M. (2013). *The Role of Alumni in Institutions of Higher Learning in Kenya*, JKUAT, Kenya.
- Winstel, A. & Beth Gazley, B. (2015). *Maximization of Alumni Engagement within Student Philanthropic Organizations Using Indiana University Dance Marathon as a Case*. Undergraduate Honors Thesis, Indiana University.
- Yahaya , G. (2015). *The Pan African University Alumni Association (PAUAA) Officially Inaugurated* .Retrieved from <http://www.jkuat.ac.ke/pauisti/>.

APPENDICES

Appendix 1: Questionnaire

Part A: Demographic Information

1. How long have you been in the University?

Less than 2 years

3 – 6 years

7 - 9 years

Over 10 years

2. Do you know that your University has an alumni association?

Yes

No

3. Which Alumni Relations Management does your university have?

Alumni office

Alumni association

Both Alumni Office and Association

None

Part B: Financial Support from alumni

Indicate your level of agreement on the following statements about financial support from alumni. Where 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
Donating money to the university helps give back to the next generation of students.					
Cash donations made to the alma mater often goes to new scholarships					

Statement	1	2	3	4	5
Donating money helps fund new programs for the next classes of students who will attend the university					
University need donations for their operation budgets					
Cash donation is a sign of appreciation to what the university gave me the period I was learning					
The donations now and in the future play an important role in maintaining the value of our degrees.					

Part C: Alumni Scholarship Support to Students

Indicate your level of agreement on the following statements about alumni scholarship support to students. Where 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
Scholarships help more students acquire university education because they provide financial support					
Students are able to earn scholarships based on academic excellence, as well as involvement in campus and community activities.					
The alumni association usually provides academic scholarships					
The alumni association usually provides athletic scholarships for the talented students					
The alumni association usually providecommunity service scholarships					
Scholarships in general encourage students to think of further studies					
Scholarships helps in broadening research and collaborations					

Part D: Internship Opportunities offered by Alumni

Indicate your level of agreement on the following statements about internship opportunities offered by alumni. Where 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
Internship is important as it helps to improve one's skills					
Students are also willing to undertake non-profit internships					
The internships helps students to improve from their learning in classrooms hence prepares them for their career path					
Internship are important to establish critical networking connections					
Learning internships help students to gain coveted work experience					
Internship help students gain exposure to their chosen field					

Part E: Wellbeing of public universities in Kenya

Indicate your level of agreement on the following statements about Wellbeing of public universities in Kenya. Where 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree and 1 – Strongly Disagree

Statement	1	2	3	4	5
The quality of education at the institution has improved					
The reputation of the institution to the society and students has improved					
Level of service delivery in the institution has improved					
There is quality research conducted in the institution					
The institution is able to recruit and retain of students from a variety of backgrounds					

THANK YOU