

**STUDENT SOCIAL IDENTITY AND THE UNIVERSITY  
IMAGE: A CASE OF SELECTED PUBLIC UNIVERSITIES IN  
KENYA**

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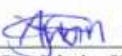
**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION  
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EMBU**

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## DECLARATION AND RECOMMENDATIONS

### **Declaration**

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

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## **DEDICATION**

I dedicate this thesis to my God, my mother Dorcas Waruita and my dad John Waruita for their love, moral and financial support throughout the study time.

## **ACKNOWLEDGEMENT**

I recognize and acknowledge the support of my family, friends and colleagues for their unending support. I salute my supervisors Prof. Simon Thuranira and Dr. Simon Karuku whose knowledge, skills, keen eye and positive criticism helped me develop a better conceptualization of the subject matter and guided this study. Appreciation goes to all my lecturers for their contribution towards my academic development and all those who played a major role during my studies.

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## **OPERATIONAL DEFINITION OF TERMS**

<b>Alignment</b>	-	The students' ability to conform to the universities requirements and boundaries
<b>Communities of practice</b>	-	Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.
<b>Curriculum</b>	-	A framework for guiding teaching and learning
<b>Engagement</b>	-	The direct experience of the world and the active involvement with others by the student
<b>Imagination</b>	-	The images that students have of themselves and of how university life fits into the broader experience of life
<b>Social identity</b>	-	Individual's personally held beliefs about the self in relation to a social group
<b>University</b>	-	An institution of higher education having legal authority and autonomy to confer degrees in various fields.
<b>University image</b>	-	Beliefs and opinions that people have about a given university
<b>University student</b>	-	Someone who has been admitted to a college or university

## ABSTRACT

University students identify themselves and are identified by others as members of the social community within the university. The development of social identity is a process enhanced by engagement with the various activities and components of the university. Students' social identity plays a great role in the development of the peoples' perceptions about a given university. The purpose of this research was to determine the role of student social identity in the formation of the university image in Kenya. The study adopted a descriptive survey research design. The population of the research was all the chartered public universities in Kenya. Out of the thirty-one chartered public universities, six universities were sampled for the study, from which 150 fourth year students were selected. The formation of an organizational image requires a long time; therefore students in their fourth year of study were chosen as the sample of the study. The data was collected by use of questionnaires developed by the researcher. A pilot test was conducted to ascertain the validity and reliability of the questionnaire. The Cronbach's alpha coefficient was used at the pilot stage for reliability test. The results of the reliability test produced overall Cronbach Alpha correlation coefficient value of 0.79 which is above the 0.7 threshold and therefore the instruments were reliable. The content validity technique was used in validating the research instruments. Primary data was analyzed using mean, standard deviation, analysis of variance and correlation. The findings of the study revealed that the relationship between internal university factors that affect development of students' social identity and the university image was positive and statistically significant ( $r=0.578$ ,  $p<0.05$ ). Further, the results indicated a positive relationship between external university factors that affect development of students' social identity and the university image ( $r=0.372$ ,  $p<0.05$ ). In addition, the relationship between the students views and the university image was positive and statistically significant ( $r=0.343$ ,  $p<0.05$ ). The regression analysis results showed that the value of  $R^2$  was 0.404 indicating that variation of 40.4% in university image can be ascribed to student social identity. Based on the findings, the study concludes that internal and external university factors affect students' social identity development which in turn affects the university image. Consequently, students' view of the university plays a significant role in shaping the university image. The study therefore recommends that institutions of higher education should enhance the relationships between students, staff and administration. Thus, universities should strive towards creating their own unique niche that will make them outstanding in the market. Moreover, corporate branding of the universities should be clearly communicated to the students. The study also recommends further studies on student social identity and the university image among private universities in Kenya.

## CHAPTER ONE

### INTRODUCTION

#### **1.1 Background to the Study**

Identity refers to an individual's personally held beliefs about the self, relative to social groups for example: race, culture, religion, social and sexual orientation (Wenger, 2009). Wenger (2000) explains that identity is socially constructed. One's sense of self and principles about one's own social group are constructed through relations with the broader social environment in which values dictate norms and expectations (Komives & Woodard, 2003; Sfard & Prusak, 2005). The broader environment is referred to as the community of social practice according to Wenger's (2009) theory of social learning.

The social identity theory posits that social groups to which one belongs to define part of the self-concept (Schwartz, Luyckx & Vignoles, 2011). Individuals categorize themselves into social groups and evaluate the value of those groups. Therefore, social identity involves information about the groups to which one belongs, and the evaluation of the groups' value to an individual. Human beings have the tendency to enhance their self-regard and hence they would like to develop positive social identities (Fiske, Gilbert, & Lindzey, 2010). The positive social identity enables the individual to occupy a certain position in the community. The individual is able to engage in various positive activities within a given community.

According to situated theory of learning, social identity is developed through negotiation of meaning in the context of communities of practice (Lave & Wenger, 2009). Negotiation of meaning is construed through two processes: participation and reification. The two processes make up the components of social identity development. Participation refers to a process of taking part in interactions and relations with others that reflect this process. It suggests both action and connection. Participation is a complex process that combines doing, thinking, feeling, talking and belonging. It involves the whole person, including the body, mind, emotions, and social relations (Lave, 2009). Active participation in a community provides recognition opportunities for mutual benefits to the members of the community. Being recognized as an active participant in a joint endeavor supports one's sense of whom one is or is becoming. One's participation in group activities also shapes one's

experience. Reification on the other hand refers to a process of constructing concepts, which includes notions and symbols that hold certain meanings, which are used in interactions or participation (Lave, 2009). Wenger states that participation influences reification, and vice versa is also true (Wenger, 2009). The interactions of the two processes accounts for negotiation of meaning. The negotiation of meaning among the individuals within a community demonstrates the development of their social identity or its absence.

According to Wenger's (2009), social learning theory, it can be deduced that in the context of schooling, students' social identity can be defined as the self-referenced descriptions that students have about themselves that are associated with the learning and the school context, situations and roles. It is the recognition that individuals perceive because of belonging to a given social group. It is the sense of belonging that students have because of being students in a given institution of learning. These experiences bring about a sense of pride, a sense of belonging and motivation to be associated with the group or activities during their period of the study and even in their future (Kirchner, 2010).

In the university context, students' social identities develop through their participation within the university environment. This involves interaction with peers, staff members, curriculum, co-curricular activities as well as the norms of the institution. The students' identity may be positive or negative whereby positive social identity brings about well-adjusted students as compared to the negative social identity (Lave, 2009). A positive social identity leads to increased student participation in the university community. This is done through participation in the various university activities as compared to a negative social identity.

Villanova, Zinkhan and Hyman (2015) assert that institutional image is an overall perception of the company held by different segments of the public, who can be shareholders or stakeholders. In addition, institutional image is the perception that people have about the given organization (Alves & Raposo, 2010), as well as the instantaneous mental representation that people have of an organization (Bunzel, 2007). Most institutions have distinguishable images- either positive or negative.

Institutional image is an asset which gives the organization a chance to differentiate itself with the aim of maximizing market share, profits, attracting new customers, retaining existing ones, neutralizing the competitors' actions and ensuring success and survival in the market (Bravo, Montaner & Pina, 2009; Sarstedt, Wilczynski & Melawar, 2013). Organization image is built by various aspects which include: word of mouth from consumers and employees (Khalifa & Mahmoud, 2016), the quality of services offered (Khodarahmi, 2009), customer satisfaction, perception and employee identification with the organization (Weigelt & Camerer, 2008).

In the context of universities, institutional image enables the university to differentiate itself from other universities. The unique identity helps the institutions of higher learning in creating and occupying their unique niche in the competitive market for students and other resources (Moore, 2004). Organizational image is a major concern to the management of the universities both the public and the private. This is because universities are competing for academic staff, and new sources of funding for the various developmental projects (Aghaz, Hashemi & Atashgah, 2015). Students today can choose which university to join and the programme to study. Increase in student population means growth to the university. Students being the main customers to the university, they present the university either positively or negatively.

Institutional image influences how customers act towards a specific product or service (Keller, 2003). A favorable image can boost a firm's sales, attract investors and employees and weaken the negative influence of competitors, enabling organizations to achieve higher levels of profit (Kim, Jeon, Jung, Lu & Jones, 2011). A positive university image will therefore help to weaken the influence of the competitors. Organizational image is a highly important factor in selecting universities for students whereby students prefer universities with a positive institutional image (Duarte, Alves & Raposo, 2010).

According to Adeniji, Osibanjo, Abiodun, and Oni-Ojo (2015), a university's image is shaped by the contribution of the various stakeholders, who include students, staff and parents. Organization image develops over time whether the organization deliberately strategizes to develop the image or does nothing about the image (Polat, Abat, & Tezyurek, 2010). Since organizational image reflects individuals' assessment of an organization, members of an organization with a more desirable image have higher

levels of self-confidence (Lyons & Marler, 2011). A positive image is helpful in attracting and maintaining potentially competent members and motivating human resources (Sarstedt, Wilczynski, & Melewar, 2013). One institution that absolutely depends on its image in order to prosper and even survive is the university (Moore, 2004).

The university community provides students with a platform to develop their social identity. Wenger (2009) states that, students' social identity develops over time from their year one of study to the final year. As a result, students in their year four of study have a more developed social identity as compared to the year one students. This is because students in their year one of study have not acquired full membership into the communities of practice. New students therefore, only participate at the periphery; they are more of observers than participants in the university community. With time they acquire membership that enables them to participate in the various activities in the university community.

At the university level, the students are the key consumers of the offered services. Students' stay at the university creates a sense of belonging to the university through their interaction with the various university components; for example interactions with lecturers, social groups, university curriculum and co-curricular activities. Students become members of the university community and negotiate their meaning within the university. Negotiation of meaning is achieved through engagement, alignment and imagination within the university community. As a result, they either develop a positive or negative social identity. Universities invest a lot of money in marketing to retain a positive image and at the same time remain competitive. A positive university image would attract many students and satisfy the current groups (Azoury, Daou & Khoury, 2013; 2014). This can be interpreted that students will be willing to stay or join a university with a positive image. According to Hong and Yang (2009), students' identification with their university can lead to benefits such as a positive word of mouth about the university.

A favorable organizational image not only affects attitudes and behaviour of organization members and enhance affective commitment, citizenship behaviour, motivation, and positive attitudes (Mishra, Bhatnagar, D'Cruz, & Noronha, 2012), but may also serve as a tool for obtaining competitive advantage for organizations. It also

improves the organization's capabilities in employing job applicants and enhances their satisfaction and loyalty (Duarte, *et al.*, 2010). On the other hand, when the perceived image is a negative one, members tend to leave the organization and move away from its interests. Under such conditions, a smaller number of people will apply for membership of the organization (Elsbach & Bhattacharya, 2001).

The administration and planning of universities today is faced with the challenge of competition from other universities that offer similar or same services. As a result, the universities strive to remain unique in the market to retain the current population of students as well as to attract prospective clients (Owino, 2013). In concurrence, Waithaka (2014) contends that universities have turned to management of the institutional image to remain relevant in the market. Students being key stakeholders in the university and the consumers of the services offered, play a significant role on the university's image. Students will communicate what they perceive about their university to fellow students and even the public. To further the debate on university image, Sung and Yang (2008) indicates that students value how their university is perceived by others and hence students' social identity development can be linked to the shaping of university image either directly or indirectly.

Institutions of higher learning have experienced students' unrest, strikes and riots. Causes of unrest in institutions of higher learning has been arguably attributed to students lack of patriotism, unsatisfying services, sour relationship between the students and the management, lack of certain social amenities, political concerns among other causes (Kiboiy, 2013). These cases have led to students destroying institution properties such as burning buildings, as well as loss of life. Such cases always disrupt the smooth learning process in the institutions of higher education. They also communicate a certain image of the institution to the public. On the other hand, some students would prefer some universities as compared to others based on the universities reputation or the image.

Universities must be innovative enough to come up and implement strategies to retain their brand in the highly competitive market. The universities develop an advantage in the market based on the unique and positive image that is communicated to students and prospective clients. Universities could be spending substantially through advertisement on audio, visual and print media. However, the same institutions of

learning may not include the student as part of the marketing strategy. According to Aghaz, *et al.* (2015), the university image has a significant impact on the students trust in their university.

Universities in the UK have turned into emphasizing the importance of branding in the education sector (Chapleo, 2011), for example the Imperial College London. The Imperial College has for the last two years worked towards positioning the university as the academic institution that means intelligent business. This was meant to help the university fight competition in the market by attracting more students, staff and collaborations and partnership. In addition, Moore (2004) argues that across the continent, the Harvard University brand has long communicated preeminence in higher education. The brand has a staying power and impact that are inarguable. Harvard University has penetrated its brand for people across the world to recognize its academic excellence in higher education. The ranking web of universities (2017), Harvard University led in the world ranking. In the Africa region, University of Cape Town took the lead while in Kenya, Moi University, Egerton University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, and University of Nairobi took the leading positions among the public universities. These universities have created an image that the public want to be associated with and that explains why the universities have high student intakes and are well known within the country and even globally.

Universities in Kenya are under the Ministry of Education, Science and Technology. The Commission for University Education (CUE) is charged with the responsibility of registering universities and accreditation of programmes in the universities. According to CUE (2017) there are 74 universities in Kenya. These universities are categorized into either public or private. The two categories are further classified into chartered universities, university constituent colleges or institutions with letters of interim authority. There are 31 public chartered universities, 6 public constituency colleges; 18 private chartered universities, 5 private constituency colleges and 14 institutions with letters of interim authority.

Students' placement into universities in Kenya is done by the Kenya Universities and Colleges Central Placement Services (KUCCPS). Students are allowed to choose universities and colleges of their choice as well as the programmes and KUCCPS

does the placement. In the past KUCCPS only placed students in public universities but in the year 2016 the Kenya government through the Ministry of Education agreed that to ensure 100% transition from secondary school to university, more universities were needed to absorb all the students (Oduor, 2016). As a result some students were placed by KUCCPS in private universities. KUCCPS requirements to qualify for placement, one must have attained a C+ aggregate grade in the Kenya Certificate of Secondary Education exam. This being the minimum requirement, students are required to also meet other subject requirements based on the programme to be undertaken. After the placement, all the qualified students are given a chance to revise the placement offered and sometimes students can revise the placement for several times. This allows the students to select the university of their choice even after KUCCPS placement.

## **1.2 Statement of the Problem**

Institutions of higher learning like many other organizations today are operating in a dynamic and competitive environment. Organizations are seeking to maintain their competitive edge through organizational image. Since an institution's organizational image affects stakeholders' behaviour, institutions endeavor to develop and manage their image for many reasons. This study sought to establish the ability of universities to maintain their image given the allocation of competitive resources as stressed by Adeniji and Osibanjo (2012). The universities too ought to align their organizational image competitively to give them an advantage over other universities, as further contended by Murray (2003). This is the only favorable image to attract and encourage stakeholders. In addition universities may also attract and retain employees thus increasing their profit as alluded by Robert and Dowling (2007).

In context of foregoing argument on institutional image and students' social identity, the study therefore sought to establish the students' social identity and the university image: A case of selected public universities in Kenya.

## **1.3 Purpose of the Study**

The purpose of the study was to establish the role of student social identity on university image.

## **1.4 Objectives of the Study**

The objectives of this study were:

- i) To establish internal university factors that influence student's social identity development.
- ii) To find out external university factors that influence student's social identity development.
- iii) To determine students' views towards their university's image and its influence on the university image.

## **1.5 Research Questions**

The study addressed the following research questions:

- i) What are the internal university factors that influence students' social identity development?
- ii) What are the external university factors that influence students' social identity development?
- iii) What are the students' views towards their university's image and its influence on the university image?

## **1.6 Research Hypothesis**

- i. There is no statistically significant relationship between internal university factors and student's social identity development.
- ii. There is no statistically significant relationship between external university factors and student's social identity development.
- iii. There is no statistically significant relationship between students' views towards their university's image and the university image.

## **1.7 Scope**

The study was carried out in six public universities namely; Chuka University, Muranga University of Technology, Dedan Kimathi University of Technology, Karatina University, Kirinyaga University and Meru University of Science and Technology. The six universities were randomly selected from the thirty one chartered public universities according to the Commission for University Education (CUE, 2017). The study targeted the fourth year students in the selected universities because they have been in school for a longer period and consequently, they understand the university community better compared to students in lower years of study. In addition,

the study concentrated only on the three independent variables which included; internal university factors, external university factors and student views.

### **1.8 Significance of the Study**

This study adds to the growing body of literature in the area of education administration and planning that focuses on the concepts of university image and students' social identity. It also contributes to the evidence in support of the factors contributing to the development of students' social identity and that of the university image in the Kenyan context. The study will also help the management in institutions of higher learning to improve on the strategies in developing students' social identity that significantly affects the university image. Consequently, universities will be able to retain the current students and attract more students by developing a positive student identity. The findings of this study will offer insights to university management, students and other stakeholders into the role of students' social identity on the university image. This will significantly impact on the national government especially so the ministry of higher education because students who are proud of their universities will not engage in strikes that disrupts completion of academic programmes as schedules.

### **1.9 Limitations of the Study**

This study has some limitations that should be addressed in future research. First of all the study was conducted in public universities and fourth year students were the respondents. Even though the sample size used for the study was acceptable in relation to the number of variables that the study explored, larger samples of populations could add confidence and strengthen the findings.

The study adopted a descriptive research design in establishing and making causal statements about the relationships between the variables. Using quantitative research along with qualitative research such as focus group sessions and structured interviews could provide richer data and greatly support the research design and the findings.

The results reflect the perceptions of fourth year students only and therefore the results cannot be generalized to students in other years of study. The results also include perceptions of students in public universities and hence cannot be generalized to students in private universities.

In addition, the research relied on the self-reported data of students and hence there could be a degree of subjectivity. It was beyond the scope of this study to assess the extent to which the students' perceptions reflect reality. Cultures and social norms vary in different parts of the world, which influences an individual's attitudes and behaviours, so it is likely that student perceptions will vary according to local contexts.

The researcher however encouraged the respondents to give honest opinions. The respondents were also assured of confidentiality on the information they offered and hence this encouraged students' honesty.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter begins with anchoring the study into a theoretical framework. Subsequently it reviews related literature in thematic areas aligned to the study objectives. The chapter also summarizes the literature by exposing research gaps. Finally the chapter contextualizes the study variables in a conceptual framework.

#### **2.2 Situated Learning Theory**

The study is anchored on situated learning theory by Jean Lave and Etienne Wenger (1991). The theory stems from Albert Bandura's (1977) social learning theory. While Bandura's theory focuses on learning as a product of observation and imitation, Lave and Wenger (1991) situated learning theory is more concerned with involvement in communities of practice and development of social identities which puts it at the main concern for this study. Wenger (1998) made developments from the situated learning theory and came up with the social learning theory. Though the two theories are blended, this study borrowed more from the social learning theory by Wenger (1998).

Learning is a process of involvement in communities of practice which involves participation that is at first legitimately bordering and later increases gradually in commitment and complexity (Lave & Wenger, 1991). Learning occurs in a function of the activity, context and culture in which it occurs i.e., it is situated. Social interaction is a critical component of situated learning. Learners become involved in a community of practice, where they acquire certain beliefs and behaviours. A beginner or newcomer moves from the periphery of this community to its center. The learner's active engagement within the culture enables them to assume role of an expert or old-timer. Situated learning is usually unintentional rather than deliberate. Lave and Wenger (1991) referred to this as the process of legitimate peripheral participation. Members get a sense of belonging to the communities and hence they acquire membership by the virtue of participation. It is the membership to the community and the level of engagement that is communicated to the public about the community, which in this case is the institution of higher learning.

According to Lave and Wenger's (1991) situated learning theory, learners negotiate their participation in broader systems; they need to make sense of both the system and

their position in it. Doing so creates relationships of identification that can potentially extend across the whole system. The learners create relationships and become part of the community. Lave and Wenger called these relationships modes of identification, which include, engagement, imagination and alignment. According to Wenger, students go through the three faces of identification in developing their social identity.

Engagement is the first face in identity development. It refers to the direct experience of the students with the world and the students' active involvement with others. Much of what the students know about their university programmes comes from their engagement with the university community. Through varying degrees of engagement with their lecturers, their peers and the university environment, each student sees him or herself and is seen by others as a university student (Zahed, 2011). The second face of identity development is referred to as imagination. These are the images that the students have of themselves and how the university fits into the broader experience of their lives. For example, the images a student has in relation to the university, the place they hold even after school and the use of their knowledge in their future career. All this influence students' imagination while at the university. Alignment is the third face of social identity development. This occurs when students align their energies within institutional boundaries and requirements. In this face, students respond to the imagination face of identity development.

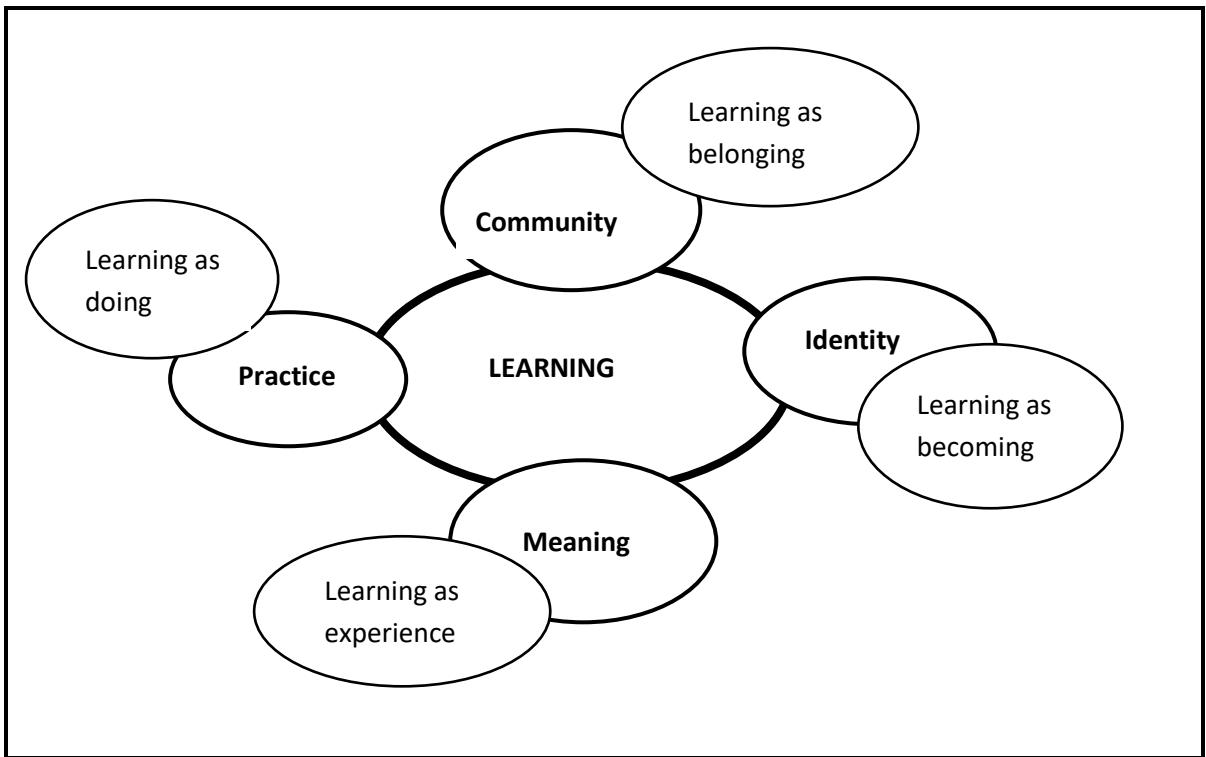
In addition, the situated learning theory posits that working in groups offers a support mechanism for individuals and has the potential to reassure individual commitment and accomplishment, leading to increased student satisfaction with programmes and the university as a whole. Lave (2009) affirm that the shared identity among the students strengthens over time through group work, which encourages similar behaviours among group members as individuals behave in the way they perceive the other group members to behave and how they believe group members should behave. With time, this shared behaviour constitutes the institutions culture and image. The modes of identification occur in the communities of social practice. The students' social identity develops through their engagement in the university community with time.

According to Wenger's (1998) social learning theory, human beings are social beings and hence they belong to communities of practice. It is within these communities that

learning takes place. The theory assumes that knowledge is a matter of competence with respect to a valued enterprise. Enterprises in this case may include activities such as singing, playing football and other co-curricular activities. Communities of practice develop everywhere in the classroom as well as on the playground, formally or informally. Membership in the communities of practice develops as members of the community interact. New members are first seen to operate at the periphery. Active engagement in the community therefore plays a great role in the pursuit for the enterprise. Finally, the theory assumes that learning is supposed to produce meaning. This is the ability to experience the world and an individual's engagement with the world. As members actively participate, they gradually become full members of the community (Wenger, 1998).

Wenger argues that learning is part of a more encompassing process, which places individuals as active participants in the practices of social communities. Social participation is characterized as a process of learning and it contains the following components: The first component is meaning. It is a way of talking about the ability both individually and collectively so as to experience life and the world as meaningful. The second component is practice that includes the way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action. Community is the third component. It is the way of talking about the social configurations in which enterprises are defined as worth pursuing and participation is recognizable as competence. The last component is identity. It includes the way of talking about how learning changes who the person is and creates personal histories of becoming in the context of their communities (Wenger, 1998).

The four components of social learning theory are interconnected and mutually defining. The four elements: practice, community, identity and meaning, are important, as they are interchangeable with their relationship to learning. For instance, in Figure 2.1, learning can be switched with any of the elements and the structure still makes sense. Learning can be central or peripheral to the process, but remains always an important component. The diagram below shows the components of the social learning theory according to Wenger.



**Figure 2.1:** Components of social theory of learning: an initial inventory (from Wenger, 1998, p. 5)

As depicted in fig 2.1, meaning as a component of social learning theory refers to the way of talking about a person's ability either individually or collectively, to experience their life and the world as meaningful. Practice explains learning as doing; it is the way of talking about the shared historical and social resources, structures, and viewpoints that can withstand common engagement in action. The community component refers to the way of talking about the social configurations in which an individual's enterprises are defined as worth pursuing and the participation is recognized as competence. Finally, identity is the way of talking about how learning changes that an individual is and it creates personal histories of becoming in the context of their communities.

### 2.3 Internal Factors Affecting Students' Social Identity Development

According to Zhou and Brown (2015), learning involves experiences in the acquisition of skills and knowledge that bring about change in a person and what they can do. Social identity evolves when an individual demonstrates common behaviour with other individuals of the in-group (Turner & Tajfel, 2004). First year students joining university come in with their own perception of their academic competence.

For example, students who join universities with high grade point averages from their high school education will have a confident academic self-construct, which is associated with high goal setting, academic engagement, and academic accomplishment (Bliuc, Ellis, Goodyear & Hendres, 2011). According to Bornholt (2001), high school students' purposes to continue learning are based on their social identity rather than actual academic performance.

Identity develops in reference to a certain social group (Turner & Tajfel, 2004). It offers people with means through which they answer the question: 'Who am I?' This makes identity personal. Sharing an identity means that the students have some active interactions with a given group of other students (Singh, 2010). Personal identity is the perception one develops about oneself that evolves over time. This may include aspects of one's life that one has no control over, such as where one grew up or the color of their skin, as well as choices they make in life, such as how to spend their time and what to believe (Eisend & Moller, 2007). The individual sense of belonging develops through interactions over a given period. The interactions build to bring about social engagements among the students.

Institutions of higher learning are fundamental arenas not only for the acquisition of knowledge but also for the development of a sense of belonging. According to Wenger (2009), learning enables involvement in communities of practice and involvement in communities of practice enable learning. Wenger refers to the university community as the communities of practice. This therefore means that students in institutions of higher learning acquire social identity as they pursue formal education. Social identity acts as a basis for the growth of other identities as well as learning. According to Coll and Falsafi (2010), there are various identities in educational research: gender, ethnic, national and learner identities. Social identity is a vital identity in learning since other student identities are constructed through the individuals identifying themselves as learners first, then as members of the community (Coll & Falsafi, 2010).

The students' social identity development is affected by internal factors among them, relationships, university administration, co-curricular activities and infrastructure. The level of students' participation and relationships within the university community determines their level of their social identity development (Turner & Tajfel, 2004).

Students choose whom to interact or not to interact with; this includes students from different classes as well as members of staff and how they identify themselves as belonging to a certain group of students who view themselves as socials. Some students may however not fit in the environment and refuse to relate with either. The participation or non-participation of the students defines their identities (Turner & Tajfel, 2004).

Students learn about their beliefs, their placements to learning and the principles they need to operate in an academic setting through relationships. Relationships also provide assistance and emotional support to the students. In terms of learning and social development, a strong sense of relatedness places students in better positions to take on challenge, set positive goals, and establish high expectations that extend and motivate the students (Martin & Dowson, 2009). Motivated students have a self-drive to perform and achieve academically. They are goal oriented, and have a purposeful student life. The level of identification of the students about their institution determines the image they paint about their institution both within the institution and outside the institution. Students create the name of the university based on their various levels of identification and sense of belonging (Wilkins & Huisman, 2014).

Rules and regulations govern institutions of higher learning. According to Stevenson (2010), rules refer to one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity. These are the practices norms that are followed in any given community of practice. The students' ability to conform to the norms results in a student adjusting into the community.

Adeniji, *et al.* (2015) affirms that, physical environment affects the satisfaction of customers. Consequently, the physical environment would affect the students' identification with their university and their perception. The physical environment may include the modern libraries, Information, Communication and Technology centers, industries within the university, university buses, and modern classrooms. Students identify themselves as socials in a university if the facilities available match their expectations and imagination to those of a university.

Development of social identity of student depends on the university milieu. According to Wenger (2000), the communities of social practice are important in the

development of the social identity. It depends with the students' participation or non-participation in the environment. The students' social identity development influences the student self-drive to achieve. The environment which includes the human beings, the physical structures and facilities, the learning materials and security status, acts as a motivation for students' sense of belonging. A positive environment motivates students; they feel proud to be associated with and are happy to protect the same environment and vice versa is also applies.

A number of studies regarding social identity and related constructs in education settings have been carried out both internationally and locally. A study carried out by Doraki, Arasteh, Ghourchian and Mehran (2016), aimed at evaluating the development of university students' identity in Iran. The study employed a qualitative research method on teachers, administrators and experts in the field of higher education. The findings of the study indicated that there are internal and external factors that affect the development of students' social identity. The internal factors included: scientific research programme, sports, cultural students' organizations and counselling programmes. The external factors included: national and global environment issues. The study recommended further studies to confirm the generalization of the research findings.

Martin and Elliot (2016) carried out a study in Australia that concentrated on enhancing social identities and students' commitment by creating a sense of community. The study was done in Australian higher education sector with the aim to increase student participation and the examination of student educational experience. The researcher applied a model that was named Academic Personal Best (APB) programme. The programme consisted of first year students who were requested to participate in a series of workshops for a period of 10 weeks. The study explored the impact of the programme on the participants in terms of social identities and engagement. The results of the study were that the students who completed the study were in more control of their studies, were more confident, and had an increased level of engagement with their studies. The study concluded that students' positive social identities improve the development of other identities that facilitate learning.

Students who learn and attend school in international schools identify themselves as a certain group of people within the school. A study carried out by Jabal (2011) on

international schools in Hong Kong, aimed at exploring students' experiences of commitment within the school i.e. the being, becoming and belonging. The study explored how the students are attached, committed, and participate in the schools programmes, and practices. The researcher wanted to identify the meanings that students attach to their day-to-day experiences in the international schools. The findings of the study indicated that students identified themselves with co-curricular activities, which brought commitment and engagement with the school. Students preferred curriculum that is integrated with local reference point, which allowed teacher-student relationship. Students identified themselves with other students with common compatible anchors, which may include the year of study, subject, sporting or artistic interests, and similar personalities. The study recommended further research on exploration of students' experiences in other universities.

#### **2.4. External Factors Affecting Students' Social Identity Development**

The development of students' social identity is affected by external factors in addition to the internal factors. Government policies influence the construction of students' social identity. The Kenyan universities are categorized into either private or public. Government policies on education through the placement board determines what course a student takes based on the certain set qualifications. Some students are placed to take courses that are not of their preference, which may affect the development of their social identity as well as the identification with the university. All the courses in the institutions of higher learning have a stipulated period. This translates to students taking a specified period to complete their courses.

According to Fullan (2007), school culture influences students' achievement, performance, level of engagement, motivation, decision-making, students learning as well as students' identification with the institution. A student who joins a university whose sports and games is part of the school culture is most likely to be influenced to join games and sports. Every school has underlying assumptions about what staff members and students are involved in during their time in school. That core set of beliefs underlies the school's overall culture. The school culture may be positive or negative. In a school with a positive culture, there is an informal organization of heroes and heroines and an informal grapevine that passes along information about what's going on in the university, set of values that supports professional expansion of

teachers, a sense of responsibility for student learning, and a positive, caring atmosphere exist (Peterson & Deal, 2011). On the other hand, in a poisonous university setting, relations are often full of conflicts, the staff does not believe in the ability of the students to succeed, and a generally negative attitude prevails (Kent & Terrence, 2011). This affects the students' development of their identity and identification with the university.

According to Tanner and Tanner (2007), curriculum refers to the reconstruction of knowledge and experience that enables the learner to grow in exercising intelligent control of subsequent knowledge and experience. University curriculum therefore, can be defined as the set of guidelines that learners are exposed to in their course of the university education. Curriculum is mainly categorized in two main categories: written and unwritten curriculum. Written curriculum refers to that set of instructions that is planned prior to its implementation and is recorded in a document. This can further be divided into intended and enacted curriculum. Intended curriculum is that curriculum that ought to be presented to the students while the enacted is the actual curriculum that students are exposed to in a given period. The unwritten curriculum refers to the learning that occurs without prior planning. It may occur as students participate in various activities, as they socialize with other students and it is not planned. This includes the core curricular activities that are equally important in the institutions of learning.

The web metric ranking of the universities also influences students' sense of belongings to a given university. The ranking involves both national and international rankings. According to Hazelkorn (2014), students' choice of university is partially influenced by the position of the university on the web metric ranking. To the students reputational factors are a significant factor in their decision-making, and as such, these students have become the primary target audience and user of rankings. The period of existence of a given university affects how students perceive the university. Universities that have been in existence for a long period have acquired necessary facilities and personnel as compared to the newly established universities. Such universities are well known since they have been in the market longer and as a result students' choice of university is partially influenced. Students derive pride in the name of the university. According to Moore (2004), certain university brands have

been able to create their own niche. Such university's names are well known by the general public and are perceived as prestigious.

Various studies have been carried out on the external factors affecting development of students' social identity. For example, Karitu (2015) carried out a study that explored the influence of media in construction of identity. The study was carried out in Nairobi County in Kenya using descriptive research design. The target population was the general public from the county. The findings of the study indicated that construction of social identity can be influenced by media. Media includes the audio, visual as well as print media. Today social media is playing a great role in socializing the youth. Majority of the students in institutions of higher learning are in possession of a smart phone, which exposes them to internet and internet materials. The media representations in terms of stories, myths and reports attribute to certain characteristics of a given group or individuals. With time, those characteristics may help in defining or creating certain individuals or collective identities (Karitu, 2015). The study recommended further research on the influence of media identities to children and how it affects their socialization.

Zahed (2011) carried out on the factors affecting social identity among the university students. The study aimed at finding out the effect of cooperative education system on the social identity among the university students of the University of Waterloo in Canada. The study found out that the education system affects the social identities of the students in different ways. The study also found out that students introduce themselves by their achievements, and that they consider themselves as belonging to an imaginary workplace which contains all their achievements. The reputation of their workplace also plays a great role in shaping their social identities. The research recommended further studies to be carried out in the area of social identities in universities that do not have work semesters in their systems.

University ranking for example is a factor that students consider on their identification with their university. Universities that are ranked highly in the university web metric ranking are likely to receive high numbers of students due to their visibility worldwide, regionally and even within the country. For example in the ranking web of universities (2017), Harvard University leads in the world ranking. In the Africa region, University of Cape Town took the lead. In Kenya, Moi University, Egerton

University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, and University of Nairobi took the leading positions among the public universities. According to Hazelkorn (2014), undergraduate students choose their universities based on a combination of factors which include intelligence from family and peers, university ranking and entry scores. This explains the reason as to why highly ranked universities receive high number of students and currently they have the highest student population. Students desire to join the universities while still in secondary level. This is because their image is visible both locally and internationally. For example, Moore (2004) explained that across the continent, the Harvard University brand has long communicated preeminence in higher education. The brand has a staying power and impact that are inarguable. Harvard University has penetrated its brand for people across the world to recognize its academic excellence in higher education.

## **2.5 Students' Views of their University's Image and its Influence on the University Image**

According to Hatch and Schultz (2002), organizational image is the instant picture about the organizations, which occurs to various people. The university being the organization under study, it implies that university image is the impression that the university creates to the students and to the larger community (Alves & Raposo, 2010). Certain universities have maintained their brand image in the market. Globally universities such as Harvard University and Cambridge University have maintained their position in the market (Moore, 2004). With time, public universities in Kenya have created and maintained their institutional image. Such universities include University of Nairobi, Moi University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology and Egerton University. This is evident in the ranking web of universities report of (2017). These universities have created a certain impression to the public and they are hence known for their expertise in certain areas. Currently these universities are enjoying very high student population with a wide range of academic programmes.

According to Polat, *et al.* (2010), university image grows over time and consequently students either develop a positive or a negative image of their university. Students identify themselves with universities whose image they perceive as positive and

whose image is also perceived positive by others. According to Wilkins and Huisman (2014), students derive pride from an institution that is perceived as prestigious and that holds a certain heritage. Students play a key role in the shaping of the university image. They communicate to others how they perceive their university. Students' view of their institution grows as they interact with the communities of practice. The interactions in the communities of practice bring about the development of the students' social identity. A positive university image is of great importance to the university management. It acts like a marketing tool for the universities. Students who are proud of their universities will talk positively about their universities; they will consider taking other courses in the same university as well as referring others to join the university (Wilkins & Huisman, 2014).

Students value how other people perceive their university more than their own perception of their university (Sung & Yang, 2008). The students get other people's perception mainly through the word of mouth. According to Hong and Yang (2009), a positive word of mouth is of benefit to the university in that a university that is externally perceived to have a certain prestige then students identify with that university, and they would want to join as well as be associated with such a university.

Organizational image refers to people's universal imprints of an organization (Lievens, 2017). It is the people's loose constructions of understanding, beliefs and opinions about an organization. According to Alves and Raposo (2010), university image is the sum of all the beliefs an individual has towards the university. Organizational image represents the total perceptive reactions and relations of clients, investors, workers, and applicants to an organization's name. Organizational image aids as a basis to classify, store, and recall organization-related information (Lievens, 2017). Image represents how an organization is observed from its environment. Beliefs and opinions indicate the total understanding reactions that students and other stakeholders have about the university. The stakeholders include parents, members of staff, students, and investors. In addition, Azoury, *et al.* (2014) state that university image is a result of how signals or messages emitted by the university are interpreted over time by stakeholders.

University image develops over time due to the contribution of the stakeholders, who include the students, staff and parents (Adeniji, *et al.*, 2015). The interaction of the various components in the university plays a key role in the building and maintaining the university image and reputation. University is an organization with the students as the consumers, and therefore it can be concluded that the students play a great role in the shaping of the university image. Adeniji, *et al.* (2015) confer that a positive institutional image enhances customer loyalty and profitability. Students being the consumers of the university services, benefits from the university image and the university image enhance students trust and loyalty to their university.

According to Wilkins and Epps (2011), there are various factors that influence student commitment and identification with their university. A student's level of identification to their university affects their approach to learning, which, in turn, influences students' social identity. Students who achieve their academic goals and aspiration are more likely to be contented with their programme and the institution (Wilkins & Epps, 2011). Consequently, student commitment, achievement and satisfaction are interwoven. The students who are satisfied with a certain university and the programme are more likely to engage and commit fully to their academics.

Individuals are more likely to apply to programmes at prestigious or reputable schools in their pursuit for social identity enhancement such as belonging (Ahearne, Bhattachary & Gruen, 2005). This explains why students would like to be associated with such universities as Harvard University which is known worldwide, university of Cape Town in Africa among others. This therefore means that students will apply to that university that has identities that the students can identify with. Students derive pride and a sense of belonging to a university which they perceive reputable as well as quality programmes. This leads to the development of the students' social identity and in turn the shaping of the university image. The more attractive an individual perceives an organization's identity, the stronger their identification with the organization will be and the more likely that the individual will engage in behaviours that benefit the organization.

University image in higher education gives institutions an identity that locates them in the social world. University image gives community members the ability to recognize an institution (Lamboy, 2011). Although branding goes beyond recognition, students

like to see themselves in that institution and to associate themselves with a history of excellence. Differentiation of a university is therefore a key aspect to a university's carving out its own niche in the market place (Moore, 2004).

A number of studies the factors that affect the university image have been conducted both internationally and locally. Aghaz, *et al.* (2015) carried out a study on factors that contribute to university image. The study focused on the postgraduate students in top Ten Iranian Universities. The study employed questionnaires to collect data from the post graduate students. The study found out that several factors influence the university image. These include the international reputation, university members (staff and students), academic planning and university environment. The study also adds that the university has a significant impact on the students trust in their university. The study recommended a repeat of the study in other developing countries to compare the results with those of the study.

In addition, Maric, Pavlin and Ferjan (2010) carried a similar study on factors influencing educational institution's image. Questionnaires were used on all students in University of Maribor's Faculty of Organizational Studies. The research found out that there were eight factors that influence university image: integration of students to the environment, the quality of professors and their lectures, the learning content, management, administration, material conditions, grading and graphical image. Out of the eight factors, the quality of professors and their lectures, the learning content came before the other factors in influencing the educational institutional image. The study recommended that the two most important factors be studied further.

A study by Wilkins and Huisman (2014) endeavored to investigate factors that affect the formation of university image among prospective higher education students in international branch campuses. The study aimed at identifying the sources of information and other influences that impact upon the images of international branch campuses formed by prospective undergraduate students. The study involved 407 students studying at nine international schools in the United Arab Emirates (UAE). The study found out that the most influential factors shaping the university image were recommendations and feedback from personal relationships. The study also established that campuses received positive image based on heritage and prestige of

the international institutions. The study recommended further research to confirm the generalization of the findings.

A study was carried out by Khalifa and Mahmoud (2016) on what forms university image. The study used quantity survey of students at Syrian universities where 259 students were used to test the structural equation modelling. The findings of the study suggested that the word of mouth and faculty-individualized attention to the students as well as support staff helpfulness were the precursors of the university image. The study also found out that students' satisfaction positively affects what they say about the university. The study recommended further research on employability of universities' graduates.

The formation of institution image requires a long time (Polat, *et al.*, 2010). In their study, Polat, *et al.* (2010) wanted to determine the corporate image of secondary private schools of Kocaeli according to parents and students opinions. The study found out that there were various types of images, namely, the academic quality image, social image, infrastructure and facility image, physical appearance image and programme image. The most positively observed one was the academic quality image followed by appearance image, social image, infrastructure and facility image and programme image followed. The study also suggested that students and parents perceptions concerning the school image were different, in that parents had more positive image perceptions than students. The study laid little emphasis on the role of the student in the shaping of the institutional image.

The relationship between the quality of service, student satisfaction and the university image has been studied by Jiewanto, Laurens and Nelloh (2012). Jiewanto, *et al.* (2012), carried out the study at Pelita Harapan University Surabaya. The study used questionnaires on 140 students from the student. This study found out that the quality of the services offered by a university to the students has a great significant effect on the students' satisfaction. Further researches were recommended on the same using a larger sample to achieve a better understanding of the students' behaviours in higher education sector.

Usman and Mokhtar (2016) carried out a study that supports the study carried out by Jiewanto, *et al.* (2012) that service quality and students satisfaction are the strongest

predictors of students' loyalty to a university, which translates to the university image. This study was carried out in Nigerian higher education focusing on the first six generation universities. The study recommended further research on other variables that lead to students' loyalty in higher education.

Weerasinghe and Dedunu (2017) carried out a study on university staff, image and students satisfaction. The study focused on four regional universities in Sri Lanka. The study population included only management undergraduate students in the four universities. The findings of the study indicated that quality of academic staff has small direct and large indirect influence through university image on students' satisfaction; and that only direct impact of non-academic staff on students' satisfaction was significant.

New information technologies enable different interactions in the educational environment. This affects how students perceive and construct images about educational institutions that have adopted distance-learning programs (Costa & Pelissari, 2017). Costa and Pelissari carried out a study on university students who pursued their studies through the distance-learning mode and how they perceive and construe the image of their universities. The study suggested that virtual environment, affects the students' institutional image. This supports the study by Adeniji, *et al.* (2015), which argues that physical environment has a significant impact on the customer loyalty. The study found out that institutions of higher learning must ensure that their management, maintenance and update do not hinder the teaching-learning process. In addition, the institution's management should avoid problems in their access and use of the learning platform by creating a practical platform with a pleasant and easy to use interface. They should allow interaction between users and the institution. The study concluded that problems on the platform negatively influence the students' experience and therefore, their perception regarding the institution's image of their university. The study suggested that further research could consider a more significant sample so that the research results can be generalized. In addition, the study recommended research to identify other elements that would affect students' perception of the university image

Both affective and cognitive components influence the formation of the overall image of the university (Azoury, *et al.*, 2013; 2014; Perez & Torres, 2017). According to

Wilkins and Huisman (2014), interpersonal relationship, which is the affective component, has the greatest impact on the university image constructed by the students. This is because students and prospective clients evaluate the university image based on information and opinions gained through personal relationships and the media communication of the universities. Students evaluate universities using available information of the university on its heritage and prestige (Wilkins & Huisman, 2013). This information may be factual, but it has obviously qualities distinctive from information from universities' own communications.

## **2.6 Summary of the Literature Review and Research Gaps**

From the above literature it is evident that students' social identity is an area in educational research whose various parts have been researched on while others have been left out. Research on social identity has been carried out in Hong Kong (Jabal, 2011), in Australia (Martin & Elliot, 2016), Canada (Zahed, 2011) and in Iran (Doraki, *et al.*, 2016). These studies were done in a different environment, from the Kenyan universities. The study carried out in Australia for example only concentrated on the construction of students identities in international schools. Martin and Elliot (2016) on the other hand subjected students on a certain programme and hence the results cannot be generalized to students who were not taken through the programme. The study by Karitu (2015) on the influence of social media on the formation of social identity does not specify the type of identity that is influenced by media. The study involved a general public as the population and not institutions of higher learning. It also looks at media as the sole contributor of identity development. The study by Zahed (2011) focused on a specific education system, the cooperative education system and did not consider other education systems.

On the other hand, it is evident that research on university image has been carried out. However, it is clear that the studies were done in different countries and contexts. For example, Maric, *et al.* (2010) study was done in Europe while that of Khalifa and Mahmoud (2016) was done in Syria. The two studies investigated the factors that influenced the formation of the university image. No study has been carried out on the Kenyan universities.

The study on university image by Usman and Mokhtar (2016) was done in only in the six generation universities in Nigeria and the results were generalized to all the

universities in Nigeria. The study did not take care of the different opinions and perceptions of students in other universities in the world.

The study by Costa and Pelissari (2017) was based on a single university in Brazil. In addition, the study also concentrated on the perception of the distance-learning students. The study mainly concentrated on the new technology and how the students interact with the technology as they learn. The study did not consider the full time students. Other factors that influence the formation of university image were not factored in by the study. In addition, the context was in Brazilian universities and hence the need to carry out the study in the Kenyan context with a focus on full time students.

Study by Khalifa and Mahmoud (2016), was conducted based on a sample of students at Syrian universities. Therefore, generalizations to universities in other cultural contexts cannot apply. The study also focused on marketing factors, service quality, student satisfaction, and word of mouth, to investigate their impact on university image. This therefore, leaves a gap to investigate other factors that impact on the formation of university image.

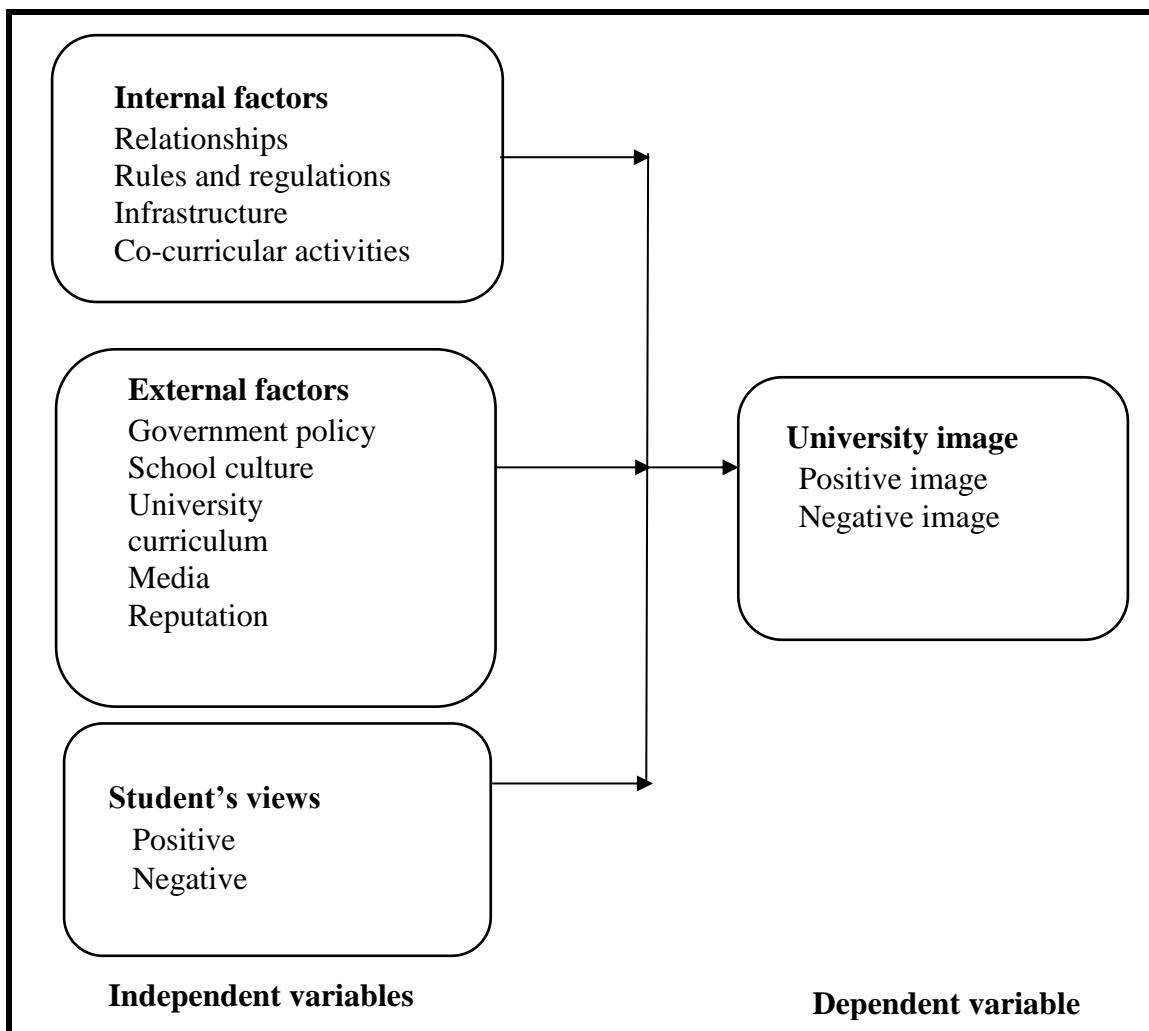
On the other hand, Polat, *et al.* (2010) study focused mainly on private schools at Kocaeli. The study also collected the views of the parents and the students, which showed the two, had different perspectives. The study also classified institutional image into various categories. In addition, the studies did not focus on students' social identity as a factor in the shaping of the university image and hence the need for this study.

The above findings indicate that research on the area of social identity and university image has been done on universities both locally and internationally. However, there are no comprehensive studies relating to the role of students' social identity development and the university image in the universities in Kenya.

## **2.7 Conceptual Framework**

According to Sinclair (2007), a conceptual framework is a process that comprises mapping out or envisaging the theoretical threads to form some diagrammatic representation of inter-relatedness. It is a set of broad concepts and ideologies taken from relevant fields of analysis and used to structure a subsequent presentation. It

shows the relationship between dependent and independent variables through a diagram (Gemino & Ward, 2004). The independent variables in this study are internal and external factors that affect students' social identity and the students' views towards their university's image. University image of the selected universities is the dependent variable.



**Figure 2.2:** Conceptual framework on the student social identity and the university image.

Figure 2.2 explains the relationship between the variables: dependent and independent variables. According to Lave (2009), building an identity consists of negotiating the meanings of members' experience in social communities. Internal factors such as relationships, governance, infrastructure and co-curricular activities affect the development of student's social identity. Members define who they are by where they have been and where they are going. This implies that, students' level of participation

in relationships determines their level of social identity development and therefore, members' participation or non-participation defines their identities. As students develop their social ability, there is need for them to fit into the university society by following the set rules and regulations. Students therefore align themselves to the set norms and the laid down rules and regulations. The university governance becomes an important aspect in regulating the relationships within the university and hence affects the development of students' social identity. In addition, students develop their social identity through engaging in various activities at the university. However, other students may not identify with this environment and may only see themselves as only marginally part of the university and hence not participate in the activities. This may include games and sports, clubs, student leadership. Students engage with others as they participate in the games and learning takes place through observation, modeling and imitation (Bandura, 2010). Students derive pride and identification with certain structures within the university physical environment which includes the infrastructure within the university such as modern libraries, information and communication technology centers, lecturer theatres and university buses.

External factors such as students' determination, government policy, school culture, university curriculum, university reputation and media influence the formation and construction of the student social identity and in turn influence the students' view of their university. University reputation involves, the web metric ranking, the name of the university, period of existence and programmes offered. Government policies indirectly determine students' placement to a certain institution of higher learning. The government through the Kenya Universities and Colleges Placement Services (KUCCPS) places students in various universities, which are not necessarily the students' choice. This affects how the students view themselves and their attitude towards their university. The school culture affects the development of students' identity. According to Fullan (2007), school culture refers to all the attitudes, expected behaviours and values that affect how the school operates. The university culture communicates about the university to the students as well as the public. Students may be forced to join certain activities that are part of the school culture. This not only affects their identity development but also their view about the university. The university curriculum affects how students view themselves in relation to their university. The programmes offered to students through written curriculum

affects their attitude towards their university as well as their sense of belonging to the university. The external factors of the university affects students' attitude towards the university as well as their social identity.

The development of students' social identity is influenced by both internal and external factors of the university. Consequently, the development of students' social identity influences the creation of university image. According to Hatch and Schultz (2002), organizational image is the way the members of the organization and the others view the organization or the general impression that the organization creates in peoples' minds. Students will either have a positive or negative image about their university. A positive students' view of their university's image leads to a positive university image the vice versa is also true. This is because students will communicate their views about their university to other students and the public.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter describes procedures and strategies that were used in the study. The research design, target population, sampling procedures and sample size, data collection methods and instruments, data processing and analysis, validity and reliability of the research instruments and ethical considerations are discussed.

#### **3.2 Research Design**

The study adopted a descriptive survey research design. A descriptive research survey collects information by interviewing or administering a questionnaire to sampled individuals and can be used to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues such as students' social identity and university image. A descriptive survey enquires and describes the situation as it is now (Kothari, 2008). Descriptive survey was best for this study as it sought to identify the influence students' social identity has on the image of a university. In addition the researcher also used correlation research design. Correlation design is the statistical test used to determine the tendency or pattern for two or more variables or sets of data to vary consistently (Creswell, 2012). The design was used to determine: the relationship between internal university factors and university image, the relationship between external university factors and university image and the relationship between students' views of university and the university image.

#### **3.3 The Target Population**

The target population was 31 chartered public universities in Kenya. The sampling frame for this study was the list of all chartered public universities in Kenya according to (CUE, 2017). The target respondents for the study were fourth year students. The fourth year students were preferred for the study because they have been in the university community long enough to understand the dynamics of the university community.

### **3.4 Sampling Procedures and Sample Size**

The sample size was derived from sampling at various levels. In Kenya there are 31 chartered public universities. To determine the size of the sample, the researcher used the formula by Yamane (1967):

$$n = \left(\frac{Z}{E}\right)^2 p(1 - p)$$

where;

- Z is the desired level of confidence (for this study 95% level of confidence was used, implying that Z= 1.96)
- p is the population proportion (since there was no prior information on the population proportion, the recommended population proportion estimate of p=0.5 was used)
- E is the desired level of precision (margin of error), for this study, a margin of error E=0.4 was used

Inserting these values in the above equation gives:

$$\begin{aligned} n &= \left(\frac{1.96}{0.5}\right)^2 0.5(1 - 0.5) \\ &= 6.013389 \approx 6 \end{aligned}$$

Thus, using the formula by Yamane (1967) six (6) universities were used for the study. The researcher employed random sampling to select the six chartered public universities in Kenya. In addition, purposive sampling was used to identify one school from each of the sampled six universities for the study. Purposive sampling seeks out participants with specific features according to the requirements of the developing investigation and evolving idea (Given, 2008; Lewis-Beck, Bryman & Liao, 2004). Once the school was identified the researcher purposively sampled fourth year students. The fourth year students were preferred for the study because they have been in the university community long enough to understand the dynamics of the community. This agrees with Wenger's (2009) theory, that people join a community and initially participate at the peripheral or they are observers. Later they acquire membership in the communities of practice and hence participate fully in all the

activities of the community. According to Mugenda and Mugenda (2013), a sample size of 10% of the target population is considered adequate for descriptive study and hence the researcher administered questionnaires to 10% of the fourth year student population in every sampled school. Table 3.1 shows the school and the number of fourth year students from each of the universities sampled.

**Table 3.1: Sample Selection**

University	No. of Schools	Sampled no. of Schools	School Sampled	4 <sup>th</sup> Year Population	10% of Population
Muranga University of Technology	6	1	Tourism and Hospitality	67	7
Kirinyaga University	5	1	Pure and Applied Sciences	248	25
Karatina University	5	1	Education and Social Sciences	250	25
Meru University of Science and Technology	8	1	Engineering and Architecture	69	7
Dedan Kimathi University of Technology	6	1	Business and Economics	752	75
Chuka University	13	1	Humanities	110	11
<b>Total</b>	<b>53</b>	<b>6</b>	-	<b>1496</b>	<b>150</b>

### 3.5 Data Collection Instruments

The primary data required in the study was collected using questionnaires. According to Mugenda and Mugenda (2013), questionnaires offer considerable advantages in administration, present an even stimulus potentiality to large number of people simultaneously and provide the investigation with an easy accumulation of data. In addition, questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaire (Appendix A) consisted of both closed and open ended items categorized into three sections. Section A contained information of the demographic data which entailed the gender, age bracket,

placement and mode of study. Respondents were required to tick one of the options that best described them. Section B consisted of social identity and university image which was further subdivided into internal indicators, external indicators and students view of the university. The section was presented in form of a Likert scale. The section required that the respondents ticked the number that best described their judgment given; 1=Strongly Agree (SA): 2=Agree (A): 3= Not Sure (N): 4=Disagree (D): 5=Strongly Disagree (SD). Finally, Section C consisted of additional information about the respondents. The respondents were required to fill in the blank spaces. The researcher self-administered the questionnaires to the selected sample of students.

### **3.6 Pre-Testing of Research Instruments**

Ten questionnaires were administered to ten students in the School of Agriculture at the University of Embu. The university was chosen because of its similarities in terms of challenges experienced with the sampled public universities. The University was not sampled in the final study.

#### **3.6.1 Reliability Test**

Reliability of instruments refers to the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009). This means that if a test is administered to a certain group repeatedly it should be able to yield consistent results. To enhance the reliability of the research instruments the researcher carried out a pilot study. According to Kothari, (2005) piloting research instruments help in eliminating misunderstanding and doubt in the research items. Ten questionnaires were administered to students in one university to test the degree of accuracy of the data collection tool. The university selected for the pilot study was not sampled in the final study. Changes were done on the questionnaire after the supervisors' expert guidance as preferred by Nachmias and Nachmias (2008).

Cronbach's alpha reliability coefficient was used to test the reliability. The study used reliability coefficient value of 0.7 as a cut-off. The results of the reliability test produced overall Cronbach Alpha correlation coefficient value of 0.79 as shown in Table 3.2. Sekaran (2003) asserts that the closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability. All the instruments met threshold of 0.7 and therefore the instruments were reliable.

**Table 3.2: Cronbach Alpha for Reliability Assessments**

Variables	Number of items	Cronbach Alpha Values
Internal factors	13	.769
External factors	9	.817
Students views of their university image	9	.778

### 3.6.2 Validity Test

Validity refers to the degree to which a test measures what it purports to measure and permits appropriate interpretation of the scores (Nachmias & Nachmias, 2008). In this study, the researcher used content validity for the research instruments. Content validity refers to the degree to which the scores yielded by a test adequately represent the content that these scores purport to measure (Nachmias & Nachmias, 2008). The justification of the content validity was based on the examination of the questionnaires by the researcher's supervisors. To establish the validity of the research instruments, content validity was used to assess whether the tools were likely to provide valid data. The study sought opinion from the supervisors and experts in the research field. This enhanced fine tuning of the research instruments in order to enrich their validity. The content validation was therefore appropriate in determining the extent to which the set of items in the questionnaire provided relevant and representative sample of the domain of tasks under consideration (Gronlund, 2005).

### 3.7 Data Analysis

The data obtained from the questionnaires was both qualitative and quantitative. The data from the questionnaires were scrutinized, edited, coded and organized for analysis. The data was then analyzed using descriptive statistics tools such as the mean, mode, median, standard deviation and variance as shown in Table 3.3. These tools were used to determine and describe the respondents' level of agreement or disagreement with various statements under each variable (Mugenda & Mugenda, 2013). The results were presented in form of tables, charts and percentages.

The study applied multiple regression models to examine the relationship between student social identity and university image. Multiple regressions determine whether a

group of variables together predict a given dependent variable. In this study university image was regressed against three independent variables namely internal university factors, external university factors and students' views of their university. The overall significance of the model was tested using analysis of variance by use of F statistics at 95% confidence level while the coefficient of determination  $R^2$  was used to show the contribution of independent variables on the dependent variable. The regression model that was applied in this study is as shown:

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

where;

$Y$  Is the university image,  $\beta_0$  Is the constant or coefficient of intercept,  $X_1$  Is internal university factors affecting students' social identity,  $X_2$  external university factors affecting students' social identity,  $X_3$  is students' views of university image,  $\beta_1\dots\beta_3$  is the corresponding coefficients for the respective independent variables and  $\epsilon$  is Error term (Disturbance factors) which represents residual or values that are not captured within the regression model.

**Table 3.3: Statistical Analysis Table**

Objectives	Independent variables	Dependent variables	Statistical tools	Means of data collection
To establish internal university factors that influence student's social identity development	University internal factors that influence student's social identity development	University image	Mean, mode, standard deviation, variance linear regression and correlation	Questionnaire
To find out external university factors that influence student's social identity development	University external factors that influence student's social identity development	University image	Mean, mode, standard deviation, variance linear regression and correlation	Questionnaire
To determine students' views towards their university's image and its influence on the university image	Students views of the university	University image	Mean, mode, standard deviation, variance linear regression and correlation	Questionnaire

### 3.8 Ethical Considerations

Since the research was conducted in Kenya and its findings intended to contribute to the study of human behaviour, the researcher got a formal letter from the University of Embu. The researcher also obtained a permit from the National Commission for Science, Technology and Innovation (NACOSTI) from the Ministry of Education, Science and Technology. Then, the researcher booked appointments with the administration of the universities and self-administered the questionnaires to the respondents. The researcher sought consent with the respondents and the names of the respondents were not revealed to safeguard confidentiality.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents and discusses the research findings. The chapter also presents analysis and interpretation of the research data arranged under themes that are in line with the research objectives.

#### **4.2 Response Rate**

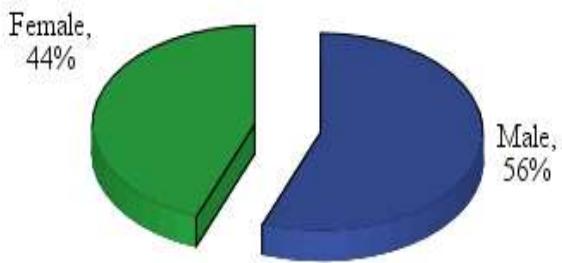
A total of 150 questionnaires were administered to the sampled respondents. The number of questionnaires that were duly filled and returned was 145. This represents a response rate of 96% which is adequate to give the findings sufficient credibility and reliability. According to Nulty (2008) a response rate of more than 70% is acceptable. Babbie (2004) affirm that, return rates of 50% are acceptable to analyze, 60% is good and 70% is very good and hence the response rate to the study was considered adequate.

#### **4.3 Background Information of the Respondents**

The study collected information regarding general characteristics of the respondents and their universities. The information was grouped in terms of their gender, age, placement, mode of study, what is their university is well known for and what they would change in their universities given a chance.

##### **4.3.1 Gender of the Respondents**

The study sought to know the gender of the respondents. The findings from the study revealed that majority (56%) of the respondents were male, while (44%) were female. This shows that population of the university students is majorly comprised of male students. The finding of this study agrees with a study by Nganga (2014) which indicated that, out of the 324,560 students enrolled in universities by the end of 2013, majority (60%) were male while only 40% were female.



**Figure 4.1: Distribution of Respondents by Gender**

#### **4.3.2 Distribution of Respondents by Age**

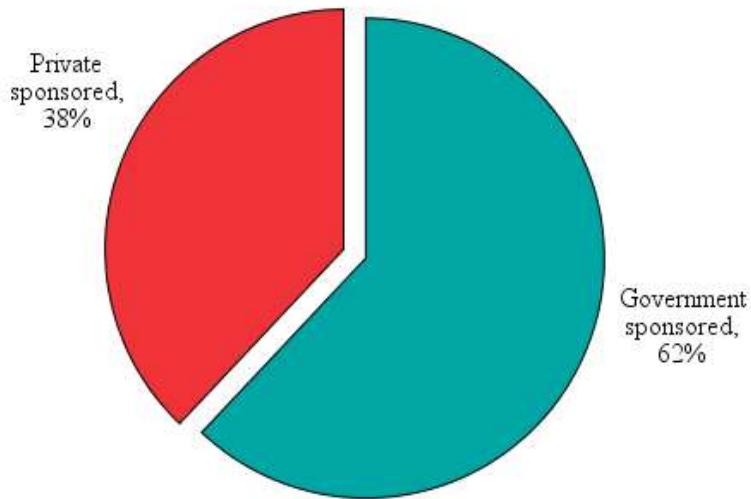
The study sought to know the distribution of the respondents according to their age. The analysis of the results is as shown in Table 4.1. The study found out that majority (86%) of the respondents were in the age bracket of 19-29 years, 16% were in the age bracket of 30-39 years and that none of the respondents was in age bracket of above 40 years. This implies that majority of the university students undertake their undergraduate studies between the age bracket of 19-29 years.

**Table 4.1: Distribution of Respondents by Age**

<b>Age bracket</b>	<b>Frequency</b>	<b>Percent</b>
19-29 Years	124	85.5
30-39 Years	21	14.5
40 years and above	0	0
<b>Total</b>	<b>145</b>	<b>100.0</b>

#### **4.3.3 Distribution of Respondents by Placement**

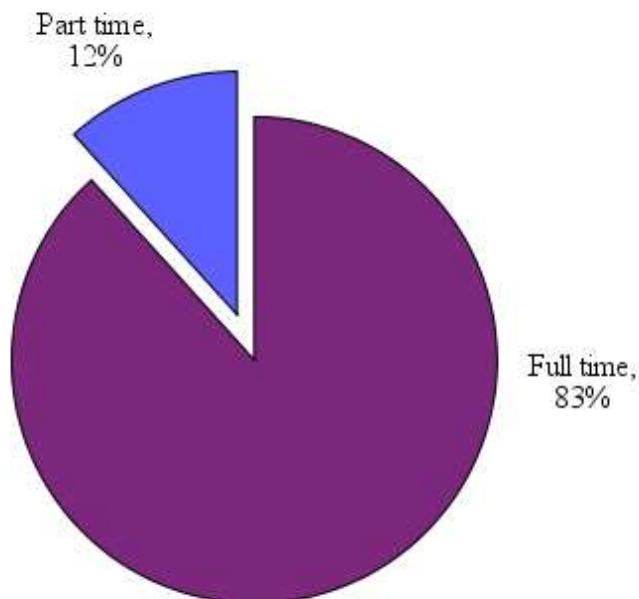
The study sought to find out the mode of respondents' placement either government or private placement. The study found out that majority (62%) was government sponsored students and 38% were private sponsored students. These results were greatly attributed to the fact that the universities under study were public universities and therefore the high number of government sponsored students.



**Figure 4.2: Distribution of Respondents by Placement**

#### **4.3.4 Distribution of Respondents by Mode of Study**

The study sought to ascertain the distribution of the respondents based on their mode of study. The findings of the study indicate that majority (88%) were full-time students while 12% were part-time students. This implies that most of the students in public universities are full-time students. These results agree with the results in Figure 4.2 on placement of students where majority of students are government sponsored students and consequently they study on full-time basis.



**Figure 4.3: Distribution of Respondents by Mode of Study**

#### **4.3.5 Respondents' View of what their University is known for**

The study sought to know the respondents' view of what their university was famously known for. This would include what students identified themselves with in their university. The analysis of the indicators presented in Table 4.2 indicates that majority of the respondents identified: quality programmes (14%), infrastructure (11%), best education standards (10%), co-curricular activities (9%), conducive environment (7%) and discipline (7%) as the indicators that make their university unique. Some respondents (10%) however, felt that their university was not known.

Studies that explored the concept of social identification in higher education have found that levels of social interaction are clearly associated with an individual's self-esteem and satisfaction with life in general (Bliuc *et al.*, 2011). A students' non-participation in the university activities can therefore be interpreted that the student is not satisfied with part(s) of the university environment and thus their non-participation. Such students are only in school to achieve academic goals. Non-participation in the university activities is an indication that the students may not be well adjusted to the communities of practice (Wenger, 2000). Such students only pay attention to attending classes and fulfilling the requirements of the academic programme.

On the other hand, other respondents indicated that the university was famous for negative reasons such as chaotic student elections, demoralizing and suspending students as well as being money oriented. The above indicators form majorly the internal university factors that affect the development of students' social identity. This study agrees with the study by Jiewanto *et al.* (2012) and Usman and Mokhtar (2016) that found out that quality of services affects the organization's image. Other indicators included qualified lecturers, high growth rate and preparation of best graduates.

**Table 4.2: What University is Well Known for?**

<b>Indicators</b>	<b>Frequency</b>	<b>Percent</b>
Quality programmes	20	13.8
Infrastructure	16	11.0
Best education standards	15	10.3
Not known	15	10.3
Co-curricular activities	13	9.0
Conducive environment	10	6.9
Discipline	10	6.9
Qualified lecturers	9	6.2
High growth rate	8	5.5
No strikes	8	5.5
Best graduands	4	2.8
Chaotic student elections	2	1.4
Location	2	1.4
Money oriented university	2	1.4
New innovations	2	1.4
Professionalism	2	1.4
Research	2	1.4
Security at the gate	2	1.4
Demoralizing students	1	.7
Focused members of staff	1	.7
Suspending students	1	.7
<b>Total</b>	<b>145</b>	<b>100.0</b>

#### **4.3.6 Respondents' View of Preferred Changes in their Universities**

The study sought to know the respondents view of what they would change in their universities if they were given a chance to change. Respondents' willingness to change a certain aspect of the university means that they were not comfortable with it. The analysis of the items that the respondents preferred to change was analyzed as shown in Table 4.3. The analyses indicate that majority (17%) of the respondents

would change infrastructure and another 17% would change rules and regulations. The other items that were suggested for change included; name of university (12%), administration and management (11%), and policies (7.7%). However, some respondents (1.4%) felt that their universities were perfect and another (10%) felt that there was nothing to change. Other indicators suggested for change included, members of staff, programmes mode of study and public relations. It is evident from the results that respondents (8%) would change the members of staff in the department and 3.4% would change members of the academic staff.

These findings agree with a study by Weerasinghe and Dedunu (2017) which revealed that the quality of academic staff has both direct and indirect impact on students' satisfaction of a given institution and therefore affecting the students' development of their social identity. Another study carried out by Khalifa and Mahmoud, (2016) supports this stand. The study posits that, the faculty's individualized attention to the students forms the university image. A study by Kiboiy (2013) concur that, student unrests and strikes are mainly caused by misunderstanding between students and the administration on the university rules and regulations. Strikes paint a negative image of the university and disrupt the university calendar leading to programmes taking longer than they are planned for. Kiboiy further suggested that the governance of the university should put into consideration students' voice and participation in making and implementing decisions that affect the students' life. This would improve on students' perception of their university and foster a sense of belonging.

**Table 4.3: Preferred Changes in the Universities**

<b>Indicators</b>	<b>Frequency</b>	<b>Percent</b>
Infrastructure	25	17.2
Rules and regulations	24	16.6
Name of university	17	11.7
Administration and management	16	11.0
All is good	12	8.3
Policies	11	7.6
Programmes	8	5.5
Staff in the department	8	5.5
Public relations and communication	6	4.1
Academic staff	5	3.4
Mode of study	4	2.8
Everything is perfect	2	1.4
Introduce online exams	2	1.4
Online learning	2	1.4
Technology	2	1.4
Location	1	.7
<b>Total</b>	<b>145</b>	<b>100.0</b>

#### **4.4 Descriptive Finding and Discussion**

This section presents descriptive findings and discussions aligned to the objectives of the study. The study focused on the following aspects of university image; internal and external factors affecting the development of student social identity and the students' views of their university's image. The findings are presented in form of mean, standard deviations and variances. The responses are in line with a 5-point Likert scale where 5, 4, 3, 2, and 1 represented; Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree respectively.

#### **4.4.1 Influence of Internal University Factors on Students' Social Identity Development**

The study sought to determine the influence of internal factors on the development of student social identity. The findings are as shown in Table 4.4. The findings reveal that respondents agreed (mean = 1.93; std dev. = 0.92) that they had a bond with the other students in the university. Respondents were also in agreement that being members of university community gave them a good feeling (mean = 1.72; std dev. = 0.57). It was also evident that respondents related well with their lecturers (mean = 2.0; std dev. = 1.11) and non-teaching staff (mean = 2.26; std dev. = 1.13). It was also evident that co-curricular activities form part of the university factors that affect the development of the university image (mean = 1.72; std dev. = 0.57). The respondents also concurred that the rules and regulations were fair (mean = 1.72; std dev. = 0.57). It was evident that the infrastructure in the university affects the students' social identity development as follows: educational equipment were adequate (mean = 2.18; std dev. = 1.04); recreational facilities were not the best (mean = 3.27; std dev. = 1.18); buildings were outstanding (mean = 2.23; std dev. = 1.17); strong internet connectivity (mean = 2.48; std dev. = 1.38); learning facilities were sufficient (mean = 2.25; std dev. = 1.18); the vehicles were not the best (mean = 2.28; std dev. = 1.3); natural features in the university provided a conducive environment for learning (mean = 1.72; std dev. = 0.57).

These findings imply that improving the internal university factors to enhance students' identity development would improve university image. Interpersonal relationships with students and staff, rules and regulations, co-curricular activities and infrastructure would also enable universities to improve on university image by developing the students' social identity. These findings are in agreement with the study by Turner and Tajfel (2004) which indicates that, the level of students' participation and relationships within the university community determines the level of their social identity development. The findings support the study by Dean and Jolly (2012) that reported that individuals self-classify themselves and are classified by others into any number of social groups or categories as they interact. This classification could include labels such as principals, professors among others (Zambo, Buss & Zambo, 2015). Classification assists the students to command the social environment in the university as well as to discover themselves in it (Kim,

Chang & Jae Ko, 2010). The respondents supported the statements that they felt a bond with the other students and that being a member of the student community gave them a good feeling. The students labelling and classification among the students' influences their behaviours in that they are to a great extent determined by the assigned labels. According to Kim *et al.* (2010) classification enables the students to command social environment. This is because the discovery helps the students to get individual recognition both in school and outside the school. A student who is labelled the principal is compelled to behave, act and look like a principal while within or without the university.

The findings further agree with a study by Di Battista, Pivetti and Berti (2014) which found out that student identification with a university moderated the relationship between sense of integrity and extra-role behaviours. The interpretation is that students who identify with the university are motivated to participate in co-curricular activities that benefit them and are of benefit to the university. Wilkins and Huisman (2014) affirm that interpersonal relationships have the greatest impact on the university images constructed by students. A study by Haslam (2004) concurs that student identification can be enriched with a procedure where student groups, along with other sub-groups within the school, feel they have a voice in the rules and regulations and that their views are valued and respected. This therefore, can be translated that if the students are not involved in the decisions that concern them, then the students will not identify themselves positively with the institution.

Students' unrests and strikes are mainly caused by misunderstandings between students and the university administration (Kiboiy, 2013). The students conflict with the university management because of the rules and regulations that students feel that are unfair to them. Strikes in the universities portray a negative image of the university and prospective students and parents will avoid such universities. Another study by Adeniji, *et al.* (2015) affirms that physical environment affects the satisfaction of customers. Consequently, the physical environment would affect the students' identification with their university and their perception.

**Table 4.4: Descriptive Statistic for Internal University Factors**

<b>Internal indicators</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Not Sure %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Var.</b>
I feel a bond with the other students in my University	145	35.2	46.9	7.6	10.0	0.0	1.93	.92	.84
Being a member of the student community gives me a good feeling	145	33.1	63.4	2.1	1.4	0.0	1.72	.574	.33
I relate well with my lecturers	145	36.6	42.1	11.7	2.8	6.9	2.01	1.11	1.22
I relate well with the members of non-teaching staff	145	26.2	35.2	27.6	8.0	2.8	2.26	1.13	1.06
I participate in co-curricular activities in the University	145	21.4	31.7	15.9	22.1	9.0	2.67	1.28	1.64
The rules and regulations are fair in my university	145	20.7	34.5	15.9	17.9	11.0	2.64	1.29	1.68
The educational equipment are adequate for my career	145	29.0	38.6	21.4	7.6	3.4	2.18	1.04	1.93
My university has the best recreational facilities	145	5.5	27.6	16.6	35.2	15.2	3.27	1.18	1.4
The buildings in my university are outstanding	145	33.1	35.2	9.7	20.0	2.1	2.23	1.17	1.37
There is strong internet connectivity in my university	145	26.9	38.6	10.3	8.3	15.9	2.48	1.38	1.92
Learning facilities are sufficient	145	31.7	35.2	14.5	13.8	4.8	2.25	1.18	1.39
My university has the best vehicles	145	18.6	25.5	21.4	22.8	11.7	2.83	1.29	1.68
The natural features in my university provide a conducive environment for learning	145	34.5	35.9	7.6	4.1	17.9	2.35	1.44	2.09

#### **4.4.2 Influence of External University Factors on Students' Social Identity Development**

The study sought to ascertain the influence of external university factors on the development of the university image as shown in Table 4.5. The study indicates that the respondents admitted (mean = 1.72; std dev. = 0.57) that the location of their university was the right one. Respondents also agreed (mean = 2.02; std dev. = 1.16) that the programmes that they were undertaking were marketable and that the placement in the university was by choice (mean = 1.93; std dev. = 1.05). Respondents also felt that their university was well talked about in the media (mean = 2.64; std dev. = 1.32). The findings further indicate that university culture (mean = 1.95; std dev. = 0.99) influences the social identity of the students. When asked whether students from other students would like to join their university, majority of the respondents concurred (mean = 1.23; std dev. = 1.12). The findings also indicated that respondents felt that other people talked positively about their university (mean = 2.19; std dev. = 1.00). The respondents disagreed (mean = 2.90; std dev. = 1.39) that their university was at the top ten universities in Kenya. Finally the respondents disagreed (mean = 3.0; std dev. = 1.5) that newly established universities are better compared to the older universities.

These findings therefore illustrate that the variables are positively associated with the students' social identity where improving the independent variables would result to improvement in the dependent variable. These findings concur with those of Hazelkorn (2014), who found out that undergraduate students choose their universities based on a combination of factors which include intelligence from family and peers, university ranking and entry scores. In addition, a study by Moore (2004) affirms that branding in higher education gives institutions an identity that locates them in the social world. University image therefore gives community members the ability to recognize an institution. The ranking provides the university with a certain kind of prestige that affects students' attitude towards the university (Wilkins & Huisman, 2014).

Other studies by Karitu (2015) and Njoroge (2013) established that construction of social identity can be influenced by media which comprises of the audio, visual as well as print media. The university school culture influences the levels of engagement

decision-making and students' identification with their university (Fullan, 2007). A study by Peterson and Deal (2011) affirm that a school with a positive culture has an informal organization of heroes and heroines that passes along set of values that supports professional expansion of teachers, a sense of responsibility for student learning, and a positive, caring atmosphere exists.

In addition, a study by Hong and Yang (2009) concurs that a positive word of mouth is of benefit to the university in that a university that is externally perceived to have a certain prestige then students identify with that university, and they would want to join as well as be associated with such a university. Another study by Polat *et al.* (2010) concurs that university image develops over time and as a result the long duration of existence by the universities provides them with a chance to develop, build and shape the image of the institutions. The period of existence of a university was a factor that students considered while choosing the university, whereby older universities were preferred as compared to the newly established universities. This is because the older universities have already acquired prestige and heritage that is well known to the general public.

**Table 4.5: Descriptive Statistic for External University Factors**

External indicators	N	Strongly Agree %	Agree %	Not Sure %	Disagree %	Strongly Disagree %	Mean	Std. Dev.	Var.
The location of my university is the right one	145	52.4	40.0	.7	0.0	6.9	1.69	1.03	1.06
My programme is marketable	145	37.2	43.4	7.6	3.4	8.3	2.02	1.16	1.34
My placement in the university was by choice	145	42.8	35.2	11.0	8.3	2.8	1.93	1.05	1.12
My university is well talked about in the media	145	20.7	34.5	18.6	12.4	13.8	2.64	1.32	1.73
The university culture has influenced my social identity as a student	145	37.2	42.1	11.7	6.2	2.8	1.95	.99	.99
Students from other universities would like to join my university	145	31.7	31.7	22.8	9.7	4.1	2.23	1.12	1.26
Other people talk positively about my university	145	22.1	53.1	13.1	7.6	4.1	2.19	1.00	1.00
My University is on the top ten Universities among all the Universities in Kenya	145	21.4	20.0	23.4	17.2	17.9	2.90	1.39	1.95
Newly established universities are better compared to older universities	145	26.9	15.2	5.5	29.0	23.4	3.0	1.5	2.47

#### **4.4.3 Influence of Students' Views of their University's Image on the University Image**

The study analyzed the students' views of their university's image, results of which are presented in Table 4.6. The findings revealed that respondents admitted (mean = 2.3; std dev. = 1.15) that they had strong ties with their university and that they felt a strong sense of belonging with their university (mean = 2.03; std dev. = 1.01). The findings indicate that the respondents agreed (mean = 1.82; std dev. = 1.01) that they were proud of their university and that they easily identified with it in the public. Respondents were also in agreement that they were satisfied with their degree

programme (mean = 1.77; std dev. = 0.86), as well as their university (mean = 1.73; std dev. = 0.89) and they would recommend other students to the programme and the university respectively. The respondents admitted (mean = 2.03; std dev. = 1.15) that they had no regrets whatsoever that they choose their university. The findings further indicate that the respondents concurred (mean = 1.94; std dev. = 1.01) that they would protect university property against destruction in case of unrests. Majority of the respondents agreed with the statement that they would go back to their universities for other programmes after completing their current programmes (mean = 2.19; std dev. = 1.25). Finally the respondents agreed (mean = 2.14; std dev. = 1.44) that given a chance they would change the name of their university.

The findings imply that when students have a positive view of aspects of their university like the sense of belonging to their university, satisfaction with their academic programmes and the university, choice of university and the name of the university, universities will be able to address students unrests, avoid destructions and increase students patriotism about their university (Kiboiy, 2013). This will in turn boost the reputation and the image of the university. The findings are in agreement with study findings by Wilkins and Huisman (2014), which established that students derive pride from an institution that is perceived as prestigious and that holds a certain heritage. The study adds that students create the name of the university based on their various levels of identification and sense of belonging.

Moore (2004) concurs that certain university brands have been able to create their own niche. Such university's names are well known by the general public and are perceived as prestigious. The findings further agree with the study by Wilkins and Epps (2011) which revealed that student's level of identification to their university affects their approach to learning, which in turn influences their social identity. In addition, students who achieve their academic goals and aspiration are more likely to be contented with their programme and the institution. The study by Owino (2013) indicated that university institutional image and reputation strongly affect retention and loyalty of students. This implies that even after graduating, a student who is proud of his/her university may opt to take other courses after the completion of their current programmes, continue to support the academic institution, whether financially or through word of mouth to other prospective students hence influencing the

universities performance. This would attract more students since they would recommend others to the university

**Table 4.6: Descriptive Statistic for Students' Views of their University**

Students views of their university	N	Strongly Agree %	Agree %	Not Sure %	Disagree %	Strongly Disagree %	Mean	Std. Dev.	Var.
I feel strong ties with my University	145	32.4	52.4	5.5	.7	9.0	2.0	1.15	1.22
I feel a strong sense of belonging with my University	145	26.2	60.7	4.8	.7	7.6	2.03	1.01	1.03
I am very proud of my University and I easily identify myself with it in public	145	42.8	46.2	2.1	4.1	4.8	1.82	1.01	1.02
I am very satisfied with my degree program and would definitely recommend others for the programme	145	44.8	39.3	11.0	4.1	.7	1.77	.86	.74
I am very satisfied with my University and would definitely recommend others for the University	145	50.3	31.7	13.1	4.1	.7	1.73	.89	.79
I have no regrets whatsoever that I chose this University	145	38.6	39.3	9.7	5.5	6.9	2.03	1.15	1.33
I would protect University properties against destruction in case of an unrest, e.g. riots	145	42.1	30.3	22.8	1.4	3.4	1.94	1.01	1.02
I would come back to this University for other programmes after completing my current programme	145	40.7	24.1	14.5	16.6	4.1	2.19	1.25	1.56
Given an opportunity I would change the name of my university	145	51.7	17.2	7.6	12.4	11.0	2.14	1.44	2.08

#### **4.5 Inferential Findings**

The study further conducted correlation analysis to establish the linear relationship between university internal factors, university external factors and the students' views about their university's image and the university image.

##### **4.5.1 Correlation between Internal University Factors and University Image**

The correlation between internal university factors affecting development of students' social identity and the university image in Kenyan universities was examined. The results of the correlation analysis, presented in Table 4.7, revealed that the relationship between internal university factors that affect development of students' social identity and the university image was positive and statistically significant ( $r=0.578$ ,  $p<0.05$ ). This implies that improvement on student relationships with other students and staff, co-curricular activities, rules and regulations and infrastructure will improve on the image of the university. These findings agree with the study by Usman and Mokhtar (2016) which established that the quality of services offered to students in universities affects the development of social identity and consequently affecting the image of the university.

**Table 4.7: Correlation between Internal University Factors and University Image**

		<b>University image</b>
<b>University internal factors</b>	Pearson Correlation	.578*
	Sig. (2-tailed)	.000
	N	145

\*. Correlation is significant at the 0.05 level (2-tailed).

##### **4.5.2 Correlation between External University Factors and University Image**

The relationship between external university factors affecting development of students' social identity and the university image in Kenyan universities was studied. The results of the correlation analysis presented in Table 4.8 revealed that the relationship between external university factors that affect development of students' social identity and the university image was positive and statistically significant ( $r=0.372$ ,  $p<0.05$ ). This shows that any effort to improve the university external factors for instance positive publicity on media, university culture, web ranking, and marketability of academic programmes offered will lead to a positive university image these findings concur with a study by (Moore, 2004) which established that the

university branding such as programmes offered, university culture and rankings greatly influences the image of the university.

**Table 4.8: Correlation between University External Factors and University Image**

	University image
University external factors	Pearson Correlation
	.372*
	Sig. (2-tailed)
	.044
	N
	145

\*. Correlation is significant at the 0.05 level (2-tailed).

#### **4.5.3 Correlation between Students' Views and University Image**

The relationship between students' views and the university image in Kenyan universities was studied. The results of the correlation analysis presented in Table 4.9 revealed that the relationship between students' views and the university image was positive and statistically significant ( $r=0.343$ ,  $p<0.05$ ). This implies that improvement of students' perception for instance about their degree programmes, increasing the student satisfaction with their programme and university, allowing students to select university of their choice, change of university name and increasing the students sense of belonging to the university can contribute positively to the image of a university. The findings are in agreement with study by Sung and Yang (2008) which established that students value how others perceive their university more than their own perception.

**Table 4.9: Correlation between Students Views of their University's Image and University Image**

	University image
Students views	Pearson Correlation
	.343*
	Sig. (2-tailed)
	.033
	N
	145

\*. Correlation is significant at the 0.05 level (2-tailed).

#### **4.6 Regression Analysis Model**

Multiple regression analysis was conducted to establish the role of students' social identity on the university image. The results in Table 4.10 show that the value of  $R^2$  was 0.404 indicating that variation of 40.4% in university image can be ascribed to student social identity.

**Table 4.10: Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
	.636 <sup>a</sup>	.404	.361	1.14359

- a. Predictors: (Constant), Internal University Factors, External University Factors, Students' Views of their University.
- b. Dependent Variable: University Image

#### 4.6.1 Analysis of Variance

The findings on the analysis of variance (ANOVA) presented in Table 4.11 show that F-statistic value of 7.873 and P-value of 0.000. The P-value obtained was less than the conventional P value of 0.05. These findings imply that the regression model was significant in predicting the relationship between students' social identity and university image. Thus indicating that, the relationship between students' social identity development and university image is positive and statistically significant.

**Table 4.11: ANOVA<sup>b</sup>**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	30.907	3	10.302	7.873	.000 <sup>a</sup>
Residual	45.862	35	1.320		
Total	76.779	38			

- a. Predictors: (Constant), Internal University Factors, External University Factors, Students' Views of their University.
- b. Dependent Variable: University Image

#### 4.6.2 Regression Coefficients

The findings in Table 4.12 show the coefficient and P values for the variables in the study. The results show that internal university factors ( $p = 0.000$ ), external university factors ( $p=0.024$ ) and students views of their university ( $p=0.036$ ) were statistically significant at 95% confidence level.

**Table 4.12: Regression Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	4.916	2.611			1.881	.067
Internal University Factors	.461	.118	.521		3.875	.000
External University Factors	.123	.204	.132		2.612	.013
Students' Views of their University	.121	.166	.152		2.717	.012

a. Dependent Variable: University Image

The regression model of the study was  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$

Substituting the coefficient in the model,

$$Y = 4.916 + 0.461X_1 + 0.123X_2 + 0.121X_3 + 0.01$$

According to this model, it was found that taking all the independent variables value at zero, the university image will be 4.916. The regression coefficient for internal university factors (0.461) was statistically significant ( $t=3.875$ ,  $p=0.000<0.05$ ), which indicates that increase in favorable internal university factors will result in an increase of 0.461 in university image. This implies that if internal university factors are improved, the university image will improve. This finding concurs with study by Adeniji, *et al.* (2015) who found that the level of satisfaction among the employees leads to increased identification with the organization. The regression coefficient for external university factors (0.123) was statistically significant ( $t=2.612$ ,  $p=0.013<0.05$ ), which indicates that improvement on external university factors will result in an improved university image by 0.123. This implies that if the external university factors are favorable to the students, the university image will improve. The findings agree with the study by Zahed (2011) that found out that the reputation of a university plays a great role in shaping students' social identities, consequently affecting the university image. The regression coefficient for students' view of their university (0.12) was statistically significant ( $t=2.717$ ,  $p=0.012<0.05$ ), which indicates that a unit improvement in students' view of their university will result in an improvement of 0.12 units in university image. This implies that if the university changes the students' perception of their university, the overall university image will

improve. The findings conform to the study findings by Khalifa and Mahmoud (2016) who found out that students' satisfaction positively affect what they say about their university.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings, conclusions, recommendations, limitations and suggestions for further research on the role of students' social identity development and the university's image.

#### **5.2 Summary of the Findings**

This section presents the summary of the study findings based on the specific objectives of the study which were the effects of the internal university factors, external university factors and the students' views on the university image.

##### **5.2.1 Internal University Factors Affecting Student's Social Identity Development and University Image**

The study found out that the students' social identity develops as they participate and engage with the various components of the university communities. The study revealed that the relationship between internal university factors that affect development of students' social identity and the university image was positive and statistically significant ( $r=0.578$ ,  $p<0.05$ ). Through participations, students develop relationships with fellow student as well as with the members of staff. From the findings, it is evident that there is minimal interaction between students and non-teaching staff. However, the non-teaching members of staff are still part of the community and students look up to them for role models. They emulate their characters and behaviours, which might be positive or negative. This therefore means that members of the non-teaching staff are an important aspect in socializing the students. Co-curricular activities provide an opportunity to students for engagement and interaction with others. Through the participations, students develop relationships with fellow student as well as with the members of staff (Di Battista *et al.*, 2014). The rules and regulations shape the students' identity whereby students are required to align themselves with the stipulated norms. Students derive a lot of pride from the infrastructure such as vehicles, buildings, natural environment and recreational facilities in the university. This implies that the students develop a positive social identity which impacts on the overall university image.

### **5.2.2 External University Factors Affecting Student's Social Identity Development and University Image**

The findings of the study indicate that external university factors play a role in the development of the students' social identity. The study revealed that the relationship between external university factors that affect development of students' social identity and the university image was positive and statistically significant ( $r=0.372$ ,  $p<0.05$ ). The respondents agreed that external factors such as government policy, media, university culture and university reputation influence the development of their social identity. Students were proud of their university and its programmes. Students also value how others perceive their institution. According to Wilkins and Huisman (2013), a university that is perceived to be prestigious externally for example, the web metric ranking has the strongest influence on the students' attitudes. The web metric ranking was found as a factor in determining the students' identity with their university. Students preferred joining those universities that were ranked highly (Moore, 2004; Sung & Yang, 2008; Yusof *et al.*, 2008). The ranking was also viewed as a source of prestige and branding for the universities. These results are interpreted to mean that enhancing the external university factors would impact positively on the development of students' social identity which improves the university image.

### **5.2.3 Students' Views and the University Image**

The results of the study indicate that students have different views about their university. The analysis of the correlation of the students' views and the university image concludes that the relationship between students' views and the university image was positive and statistically significant ( $r=0.343$ ,  $p<0.05$ ). This implies that university image is affected by the students' views. This is because students communicate to others about their university depending on their perception of the university (Khalifa & Mahmoud, 2016; Wilkins & Huisman, 2014). A positive perception therefore affects the university's image positively and vice versa. Students who are proud of their programme and the university identify themselves with the university even to the public. Consequently, such students are ready to protect the university property, recommend others to the university as well as choose the university for other programmes upon completion of their current programmes. The study also concludes that majority of the students are not satisfied with the name of

the university and given a chance they would change it. The name of the university therefore, affects students' view of their university's image.

#### **5.2.4 Students' Social Identity and the University Image**

The research sought to identify the influence of the students' social identity on university image. The study found out that students would identify with their university positively or negatively depending on the already developed social identity. Students develop the university image through their interactions, participation in co-curricular activities, and their presentation of the university to others through their word of mouth (Khalifa & Mahmoud, 2016; Wilkins & Huisman, 2014). A positively developed student social identity has positive implications on the university image. The communications that frame universities with favorable identities affect students' perception of their universities (Hong & Yang, 2009; Khalifa & Mahmoud, 2016; Sung & Yang, 2008). A study by Ahearne *et al.* (2005), adds that students are more likely to apply to prestigious and reputable schools.

### **5.3 Conclusion**

Based on the findings of the study, it is established that there is strong evidence that proposes that students' social identity develops as students interact within the communities of practice. The students may participate fully or be non-participants in the university community. The level of participation influences the development of the social identity. From the findings, the researcher can deduce that the university's internal environment affects the development of the students' social identity. Students' engagement levels with both the teaching and non-teaching members of staff, rules and regulations, infrastructure, and curriculum affects development of student social identity. The social identity on the other hand influences the university's reputation and image

In addition, analysis of this study concludes that students' social identity development is highly affected by external factors such as media, government policies, curriculum and the university reputation. The external factors influence the students' social identity either positively or negatively. Consequently, the development of students' social identity affects the university image.

From the analysis of the study, it can be concluded that students' view of their university's image affects the overall image of their university. It can also be concluded that through the word of mouth students pass their perception of the university to other students and the general public. The university management should focus on executing communication approaches that emphasize and heighten the institution's reputation and image to the students. University image is a marketing tool that can help universities to attract more students, satisfy the current students and reduce students' arrests and strikes. This therefore means that students' positive view of their university translates to a positive university image and vice versa.

The study concludes that students' social identity development has a significant role to play in branding and university image. Students' social identity develops as students pursue their education from first year at the university. Consequently, university management should pay attention to communicating what students consider important as they interact with the university community. Institutions of higher learning would benefit from articulating and communicating their identities clearly, coherently and in a persuasive way. They should emphasize those features of the university's identity that students will perceive as unique prestigious and similar to their own identities. There is strong evidence that proposes that students' social identity develops as students interact within the communities of practice. The students may participate fully or be non-participants in the university community. The level of participation influences the development of the social identity.

Furthermore, it can be deduced that the external university factors affect the development of the students' social identity. Students' identification with the choice of university, webometric rankings, university culture, programmes and media representations of the university affects development of student social identity. The university external factors have a positive relationship with the development of students' social identity. The social identity on the other hand influences the university's reputation and image. Students' view of their university also influences the image of the university. Positive students' view influences a positive university image and vice versa.

#### **5.4 Recommendations**

Based on the findings in this study, the following recommendations were made:

Institutions of higher learning should invest more on improving the students' relationships with other students, staff members and the administration. This improves the levels of interactions, pave way for healthy means of conflict resolutions and hence improve on university image and reputation. This will also work as a marketing tool to attract more students. Co-curricular activities should also be given equal attention, since they may market or de-market the university.

In addition, universities should come up with unique and significant programmes, physical facilities that students can identify with. In addition, universities should strive to ensure that they are ranked highly in web metrics; they should protect their reputation on the media and among the students. Universities should also create their own unique niche that is clearly communicated to the students and other stakeholders. This will improve on students' perception of their university.

Additionally, universities should communicate their branding and corporate identities to the students early enough at the beginning of their study. The universities should let it be known to the students through all the engagements within the university. The university management should focus on executing communication approaches that emphasize and heighten the institution's reputation and image to the students. The name of the universities should be changed to depict a global name as opposed to the current names which are more of local names. The university image can be used as a marketing tool to help universities to attract more students, satisfy the current students and reduce students' unrests and strikes.

#### **5.5 Suggestions for Further Study**

From the findings, limitations and delimitations of this study, the researcher suggests further research on the perception of the employers on the university image. Since the focus of the study was on public universities, there is need to conduct a similar study on student social identity and university image among private universities in Kenya.

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## APPENDICES

### **APPENDIX A: STUDENTS' QUESTIONNAIRE**

#### **Introduction**

I am a student from the University of Embu pursuing Masters Degree in Educational Administration and Planning. I am conducting a research on the role of student's social identity development on the university image. My focus is on the students' experiences about the development of their social identity and the role it plays on the university image. Being a fourth year student, you have been in the university for four years and hence your experiences would be of great contribution to this study.

Kindly fill in the blank spaces. Do not write your name on the questionnaire. Be honest and your information will be treated with confidence. Tick the correct alternative and fill in the blank spaces where applicable.

#### **SECTION A: DEMOGRAPHIC DATA (*Please tick one*)**

1. Gender

Male [ ]

Female [ ]

2. Age bracket

19-29 [ ],

30-39 [ ], Above 40 [ ]

3. Placement

Government Sponsored [ ]

Private Sponsored [ ]

4. Mode of study?

Full time [ ]

Part-time [ ]

## **SECTION B: SOCIAL IDENTITY AND UNIVERSITY IMAGE**

Please tick the number that best describes your judgment.

1=Strongly Agree (SA): 2=Agree (A): 3= Not Sure (N): 4=Disagree (D): 5=Strongly Disagree (SD)

<b>Internal indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I feel a bond with the other students in my University					
2. Being a member of the student community gives me a good feeling					
3. I relate well with my lecturers					
4. I relate well with the members of non-teaching staff					
5. I participate in co-curricular activities in the University					
6. The rules and regulations are fair in my university					
7. The educational equipments (e.g. computers, lab equipments) are adequate for my career					
8. My university has the best recreational facilities (e.g. playing fields, gym)					
9. The buildings in my university are outstanding					
10. There is strong internet connectivity in my university					
11. Learning facilities (e.g. library, labs ) are sufficient					
12. My university has the best vehicles					
13. The natural features (e.g. dams, rivers, forest) in my university provide a conducive environment for learning.					
<b>External indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The location of my university is the right one					
2. My programme is marketable					
3. My placement in the university was by choice					
4. My university is well talked about in the media					
5. The university culture has influenced my social identity as a student					
6. Students from other universities would like to join my university					
7. Other people talk positively about my university					
8. My University is on the top ten Universities among all the Universities in Kenya					

9. Newly established universities are better compared to older universities					
<b>Students view of the University</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. I feel strong ties with my University					
2. I feel a strong sense of belonging with my University					
3. I am very proud of my University and I easily identify myself with it in public					
4. I am very satisfied with my degree program and would definitely recommend others for the programme					
5. I am very satisfied with my University and would definitely recommend others for the University					
6. I have no regrets whatsoever that I chose this University					
7. I would protect University properties against destruction in case of an unrest, e.g. riots					
8. I would come back to this University for other programmes after completing my current programme					
9. Given an opportunity I would change the name of my university					

### **SECTION C: ADDITIONAL INFORMATION** (*Please fill in the blank spaces*)

1. What is your university well known for?

.....

2. Given a chance, what would you change in your university?

.....

**APPENDIX B: COMMISSION FOR UNIVERSITY EDUCATION**  
**ACCREDITED UNIVERSITIES - NOVEMBER 2017**

<b>NO</b>	<b>UNIVERSITY</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>YEAR OF AWARD OF CHARTER</b>
<b>PUBLIC CHARTERED UNIVERSITIES</b>			
1.	University of Nairobi	1970	2013
2.	Moi University	1984	2013
3.	Kenyatta University	1985	2013
4.	Egerton University	1987	2013
5.	Jomo Kenyatta University of Agriculture and Technology	1994	2013
6.	Maseno University	2001	2013
7.	Chuka University	2007	2013
8.	Dedan Kimathi University of Technology	2007	2012
9.	Kisii University	2007	2013
10.	Masinde Muliro University of Science and Technology	2007	2013
11.	Pwani University	2007	2013
12.	Technical University of Kenya	2007	2013
13.	Technical University of Mombasa	2007	2013
14.	Maasai Mara University	2008	2013
15.	Meru University of Science and Technology	2008	2013
16.	Multimedia University of Kenya	2008	2013
17.	South Eastern Kenya University	2008	2013
18.	Jaramogi Oginga Odinga University of Science and Technology	2009	2013
19.	Laikipia University	2009	2013
20.	University of Kabianga	2009	2013

<b>NO</b>	<b>UNIVERSITY</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>YEAR OF AWARD OF CHARTER</b>
21.	Karatina University	2010	2013
22.	University of Eldoret	2010	2013
23.	Kibabii University	2011	2015
24.	Kirinyaga University	2011	2016
25.	Machakos University	2011	2016
26.	Murang'a University of Technology	2011	2016
27.	Rongo University	2011	2016
28.	Taita Taveta University	2011	2016
29.	The Co-operative University of Kenya	2011	2016
30.	University of Embu	2011	2016
31.	Garissa University	2011	2017

**TOTAL 31**

#### **PUBLIC CONSTITUENT COLLEGES**

32.	Alupe University College	2015
33.	Kaimosi Friends University College	2015
34.	Tom Mboya University College	2016
35.	Turkana University College	2017
36.	Bomet University College	2017
37.	Tharaka University College	2017

**TOTAL 6**

#### **PRIVATE CHARTERED UNIVERSITIES**

38.	University of Eastern Africa, Baraton	1989	1991
39.	Catholic University of Eastern Africa	1989	1992
40.	Daystar University	1989	1994
41.	Scott Christian University	1989	1997

<b>NO</b>	<b>UNIVERSITY</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>YEAR OF AWARD OF CHARTER</b>
42.	United States International University	1989	1999
43.	Africa Nazarene University	1993	2002
44.	Kenya Methodist University	1997	2006
45.	St. Paul's University	1989	2007
46.	Pan Africa Christian University	1989	2008
47.	Kabarak University	2002	2008
48.	Strathmore University	2002	2008
49.	Africa International University	1989	2011
50.	Kenya Highlands Evangelical University	1989	2011
51.	Mount Kenya University	2008	2011
52.	Great Lakes University of Kisumu	2005	2012
53.	Adventist University	2005	2013
54.	KCA University	2007	2013
55.	KAG - EAST University	1989	2016

**TOTAL 18**

#### **PRIVATE CONSTITUENT COLLEGES**

56.	Tangaza University College	1997
57.	Marist International University College	2002
58.	Regina Pacis University College (CUEA)	2010
59.	Uzima University College	2012
60.	Hekima University College	1993

**TOTAL 5**

#### **INSTITUTIONS WITH LETTERS OF INTERIM AUTHORITY**

61.	Aga Khan University	2002
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<b>NO</b>	<b>UNIVERSITY</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>YEAR OF AWARD OF CHARTER</b>
62.	Kiriri Women's University of Science and Technology	2002	
63.	GRETSA University	2006	
64.	Presbyterian University of East Africa	2007	
65.	The East African University	2010	
66.	Management University of Africa	2011	
67.	Pioneer International University	2012	
68.	Riara University	2012	
69.	UMMA University	2013	
70.	International Leadership University	2014	
71.	Zetech University	2014	
72.	Lukenya University	2015	
73.	RAF International University	2016	
74.	AMREF International University	2017	

**TOTAL 14**

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Public Chartered Universities	31
Public Constituent Colleges	6
Private Chartered Universities	18
Private Constituent Colleges	5
Institutions with Letters of Interim Authority	14
<b>Total</b>	<b>74</b>

## APPENDIX C: LETTER OF INTRODUCTION



### UNIVERSITY OF EMBU

P.O. Box 6-60100  
Embu – Kenya  
Email: dess@embuni.ac.ke  
Website: [www.embuni.ac.ke](http://www.embuni.ac.ke)

Tel: +254 20 2444136  
+254 727933950  
+254 788199505

#### OFFICE OF THE DEAN SCHOOL OF EDUCATION AND SOCIAL SCIENCES

Ref: UoEm/E551A/1061/2014

Date: 21<sup>st</sup> February, 2017

TO WHOM IT MAY CONCERN

REF: LETTER OF INTRODUCTION FOR ANN GATHIGIA WARUITA ADM NO.  
E551A/1061/2014

The above named is a bona fide student at the University of Embu pursuing a Master of Education (Educational Administration and Planning) Degree. She is in her Second Year of study and has successfully defended her Masters Research proposal titled "Student Social Identity Development and Academic Achievement: A Case Study of Selected Universities in Kenya." As part of the requirements for the degree course, she needs to collect data to enable her write her master's thesis.

Any assistance accorded to her will be highly appreciated.

Thank you,

*M. Waruita*  
for Dr. Madrine King'endo  
Dean, School of Education and Social Sciences



Copy to

- Student file

## APPENDIX D: RESEARCH CLEARANCE PERMIT



<p><b>THIS IS TO CERTIFY THAT:</b>  <b>Mrs. ANN GATHOGIA WARUITA</b>  <b>of UNIVERSITY OF EMBU, 6-60100</b>  <b>EMBU, has been permitted to conduct</b>  <b>research in Kirinyaga, Meru, Nairobi</b>  <b>Counties.</b></p> <p><b>on the topic: STUDENT SOCIAL      IDENTITY DEVELOPMENT AND ACADEMIC      ACHIEVEMENT: A CASE OF SELECTED      UNIVERSITIES IN KENYA</b></p> <p><b>for the period ending:</b>  <b>27th March, 2018</b></p> <p><b>.....      Applicant's      Signature</b></p>		<p>Permit No : NACOSTI/P/17/87818/16103      Date Of Issue : 28th March, 2017      Fee Received :Ksh 1000</p> <p></p> <p><b>Director General</b>  <b>National Commission for Science,      Technology &amp; Innovation</b></p>
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## APPENDIX E: RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone +254-20-2211471  
2241349, 2310071, 2219420  
Fax +254-20-218248, 218249  
Email ng@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote:

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30025-00100  
NAIROBI-KENYA

Ref. No. NACOSTI/P/17/87818/16101

Date 28<sup>th</sup> March, 2017

Ann Gathigia Waruita  
University of Embu  
P.O. Box 6-60100  
EMBU.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Student social identity development and academic achievement: A case of selected Universities In Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kirinyaga, Meru and Nairobi Counties for the period ending 27<sup>th</sup> March, 2018.

You are advised to report to the Vice Chancellors, selected Universities, the County Commissioners and the County Directors of Education, Kirinyaga, Meru and Nairobi Counties before embarking on the research project.

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

  
BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors  
Selected Universities.

The County Commissioners  
Selected Counties.

RECORDED IN COMPUTER BY [Signature] DATE 28/03/2017 BY [Signature]