1.0 Introduction

The chapter reviewed the background of the study concerning the satisfaction with the BA Psychology degree program at USIU-A. Previous studies were reviewed for better understanding and thereafter the problem statement was discussed. The objectives of the study and the research questions that guided the investigation have been outlined. Finally, the significance of the study and the limitations have been highlighted.

1.1 Background to the study

Psychology has been offered in institutions of higher learning for many years as a liberal arts subject (Messer, Griggs & Jackson, 1999). In many American universities, the Psychology major is very popular and is ranked in the top three choices of students nationally (Halonen, 2011). Some universities have had to try and curb the high number of students enrolling in the Psychology program. Nevertheless, these efforts have not been successful as the enrollment in the program have continued to increase (Halonen, 2011).

Psychology as a field gained much prominence as a result of the dynamic shifts in communal structures and support systems (Okech & Kimemia, 2012). In traditional African societies, ones’ relatives and the society at large played a crucial role in providing the social and emotional security that helped to maneuver through the complexities of life; which included emotional and social challenges. Nevertheless, times have changed. The African societies that were once collective are now becoming individualistic. The demands and complexities of life’s have made it difficult for even relatives to get time to communicate with each other or share challenges that they face collectively (Okech & Kimemia, 2012).
In Kenya, Psychology found its prominence during the advent of the HIV/AIDS pandemic (UNAIDS, 2007). Many people needed counseling to help them cope with the diagnosis of having the disease and the stigma that was associated with it. Despite these initiating strides, Psychology in Kenya still remains in its formative years (Okech & Kimemia, 2012) and riddled with challenges. One of the areas that has been of concern in the field of Psychology in Kenya is the caliber of training being offered at different institutions of learning and the general structure of Psychology (Okech & Kimemia, 2012).

In Kenya it is not peculiar to get people who have done short courses in a psychological topics allotting themselves the title of a psychologist, same as a person who has a postgraduate degree in the Psychology. In South Africa, Psychology is an organized profession with established structures; it is an acknowledged and established social science. It is even legally shielded as a profession (Academy of Science of South Africa, 2011 as cited in Cooper, 2012).

Psychology is offered mainly from the undergraduate level up to the doctoral level. The Psychological training offered at the undergraduate level helps the students to gain knowledge and general understanding of the field of Psychology but does not qualify them to start practicing what they have learnt with clients (Borden & Rajencki, 2000). The undergraduate experience however, may propel a student to become interested in joining graduate school or to be involved in a career path that is related to Psychology (Stollof et al., 2015). After the undergraduate level, some of the students choose to pursue either Masters of Science or Masters of Arts in different specialties of Psychology they include: Counselling Psychology, Clinical Psychology, Organizational Psychology or other specializations. These fields can further be explored at postgraduate levels where they pursue doctorate programs.
For any training to achieve its goals, certain standards have to be emphasized and maintained. This will guarantee that the program produces competent individuals who are confident that they are benefitting and adequately being engaged in the program (Sumer, 2016). It is crucial therefore, that the training offered is capable of producing individuals who are up to the standards and are able to practice ethically so that they can be able to cater for the increasing demand (American Psychological Association, 2007).

In the United States of America, the American Psychological Association (APA) releases guidelines informed by research that ensure training offered in institutions are maintained at International standards (APA, 2013). Despite these deliberate efforts, there have been some challenges in Psychology programs. This has been brought about by the presence of different syllabi, different institutional characteristics and the durations taken to complete the Psychology degree program (Okech & Kimemia, 2012). Additionally, the lack of a standardized and structured measure of quality training has made supervision of different curricula designs challenging (Sumer, 2016).

Regardless of these challenges, Psychology aims to produce students who have transferable skills like communication, critical thinking and research skills which would help them in whichever direction they may decide, considering 75% of them get into employment and 25 % of them join graduate school (Borden & Rajencki, 2000). For the ones who join the world of employment, studies show that they still feel incompetent and are unaware of fields where their skills could be effectively utilized (Borden & Rajencki, 2000; Prehar & Ignelzi, 2012). With the low enrollments into Psychology graduate school and challenges faced at the work place, then the question of concern is that, what experiences do they have
in the University and what influence do these experiences have on the decisions that they make towards their future?

These questions have precipitated Psychology departments in different universities to engage in efforts to ensure the students gain knowledge and skills that will be helpful to them and also to find out if the students feel their expectations have been met in the program. Consequently, satisfaction studies play an integral in the development and improvement of the departments (Haskell et al., 2012). Unfortunately, many Psychology departments do not carry out satisfaction surveys (Browne, Kaldenberg, Browne & Brown, 1998) as compared to other departments like department of management and business administration (Clemes et al., 2007). Despite these challenges, carrying out satisfaction surveys in the Psychology department presents an opportunity to gauge the current state of the department and to suggest improvements where necessary (Nauta, 2007).

Research into the satisfaction of students has been helpful as they have been linked to improved academic performance of students (Green, Hood & Neumann, 2015) and an increase in the students’ interest to further their education (Graimke & Woosley, 2005). Satisfaction with academic programs have been associated with satisfactory work experience in that when the students are interested in their academic work they are able to gain skills and abilities that they can utilize at places of employment (Allen 1996 as cited by Jadidian & Duffy, 2012). Korn, Sweetman and Nodine (1996) further added that highly satisfied students show high likelihood of staying on in any program and being able to graduate successfully from college. These surveys have been instrumental in guiding changes to curricula and the creation of experiential courses for the students (Buxton et al., 1952 as cited by Stollof et al., 2012).
Generally, satisfaction surveys have recurring themes that have shown to score highly amongst the students. They include the quality of instruction (Shreiner & Nelson, 2013; Elliot & Healy, 2001), the provision of career information (Ahmad, 2015), involvement in research activities (Bowman & Waite, 2003), the faculty-student contact (Clemes et al., 2007) and available of program advising (Tessema, Ready & Malone, 2012).

Few studies have specifically looked at Psychology as a program they include: Green, Hood, and Neumann (2015) who examined factors that predict satisfaction of students. Sears and his colleagues (2017) were interested in finding the predictors of student’s satisfaction in large undergraduate classes. Malouff et al. (2010) examined the teaching methods that are applied in Psychology and they found that the use of motivational learning techniques improved the student’s satisfaction with their psychology courses. Holmes (2014) also found that the interests of the students were determined by what satisfied them in the psychology program. In essence, those students who were interested in research tended to value the scientific emphasis of the program whereas those students who had applied interests perceived that the program as not fulfilling their expectations and interests therefore they were less likely to be satisfied with their major and less likely to complete their degree.

Considered together, these studies have greatly contributed to the discourse on satisfaction of students. Conversely, they have not particularly looked at the Psychology curriculum and factors that lead to satisfaction with the Psychology curriculum. For this, the study aims to assess the factors that determine the satisfaction of the seniors and alumni with the BA Psychology degree program narrowing on the curriculum design and content at the United States International University-Africa.
1.2 Statement of the Problem

The Psychology department in USIU-A designed programs that would offer the students background knowledge in the subject. The program would also enable the students to pursue their specific areas of interest in Psychology or areas interrelated to Psychology.

The program consists of core subjects and electives that culminate into the psychology degree. (Retrieved from http://www.usiu.ac.ke/study/academic-affairs/school-of-humanities-social-sciences/99-undergraduate-programs on 18/02/2016). Nonetheless, when the undergraduate joins the program, they also come with their own expectations of what they want to achieve from the program. In the end, when the students are able to achieve their expectations, their level of satisfaction increases.

The realities of the program however, may be different. The curricula may be designed in a way that may directly or indirectly impede efforts of some students to actually engage in their areas of interest. Some of them may be attracted to flexible curriculum where they get to choose courses without considering sequencing of knowledge while others may choose to take concentration/specialization tracks that will help them to focus specifically in their areas of interest at an advanced level.

The decision of what to include in the curriculum is determined by the faculty through the guidance of their own experiences as students, discussions with other faculty members and what the department can realistically offer (Perlmann & Mc Cann, 1999b). The reviews done every semester in the department are also helpful. With all these factors to be considered students are expected to find a balance between what is being offered to them and what their expectations are.
The current program in USIU-A has maintained the design of its curriculum. There are limited changes in the courses offered every semester as courses offered depend on availability of staff to teach the courses. With this background, the study seeks to have a closer look at the present curriculum design and content in order to find the opinions of the students and alumni concerning their satisfaction with the program.

1.3 Purpose of the study

The purpose of the study was to investigate the level of the satisfaction with the B.A Psychology degree program being offered at USIU-Africa. The data was collected from the senior year students in the BA Psychology program and alumni of the program.

1.4 Objectives of the study

1. To find out the satisfaction of the USIU-A seniors and alumni with the BA Psychology degree program.
2. To find out the satisfaction of the seniors and alumni about the design and content of the BA Psychology degree curriculum.
3. To find out the ways in which the BA curriculum design and content can be strengthened at USIU-A

1.5 Research questions

The study was guided by the following research questions:

1. What is the satisfaction of USIU-A seniors and alumni with the BA Psychology degree program?
2. What is the satisfaction of the students with the design and content of the BA Psychology degree curriculum?
3. In what ways can the BA Psychology program’s curriculum and content at the USIU-A be strengthened?

1.6 Significance of the study

The findings of the study are important because the majority of the studies done on satisfaction have been inclined towards the teaching styles, environment at the university, course advising or faculty availability and accessibility. However, this study will focus on BA Psychology degree program curriculum design and content and the implications it has on the users.

The information collected could be used to spearhead discussions on the way forward in terms of bringing the changes that may be required in the department or replicating successes from other successful departments. The actions taken henceforth will be guided by the research done.

For the students, it would be an opportunity to critically examine the content that they have been trained on and how they will be able to utilize this knowledge. Their contribution in the study would enable them to bring into perspective the outcome of their experiences and use their experiences to make suggestions for the sake of students who will come after them.

1.7 Limitations of the study

The study had limitations that were manifested either directly or indirectly. The samples were collected from one private university and they were not a good representation of the characteristics found in other universities. The consequence is that these results could not be generalized to other universities whether public or private.
Secondly, the use of surveys has the disadvantage of depending on personal reports and memory to be able to respond. This in turn opens up the research to many threats of validity which may pose a challenge.

Lastly, the populations of seniors and alumni was relatively low therefore there were concerns about low response rates that would jeopardize the representativeness of samples chosen.

1.8 Chapter summary

This chapter provided a background of Psychology as a subject and its goals at the undergraduate level. It looked at broad, regional and local aspects relating to satisfaction levels of students generally in the university and narrowed it down to concerns on satisfaction with the Psychology degree program. It also outlined the purpose of the study, questions that guided the research, significance of the study and finally revealed the limitations of the study.
CHAPTER 2

LITERATURE REVIEW

2.0. Introduction.

The chapter reviewed literature on satisfaction with the BA Psychology program among seniors and alumni in United States International University–Africa. The chapter was guided by the research objectives and questions which explored satisfaction with the Psychology program, satisfaction with the Psychology curriculum design & the content and lastly the recommendations of how the program could be strengthened. The chapter reviewed related studies and summarized the findings from previous research.

2.1 Psychology as a subject.

Psychology had been offered as a liberal subject and efforts to present it in any other format had been opposed. The Cornell University Conference in 1951 emphasized that Psychology was to be taught in a scientific way but remain a liberal art subject (Brewer, 1996). As a liberal arts subject, Psychology did not train the students to enter into specific psychological fields but offered them an expansive range of skills and information (Kruger & Zeichmeister, 2001) as cited in Roscoe & Strapp, 2014). Some of the skills acquired included communication skills, critical thinking skills and research skills. Armed with these skills, 75% of Psychology undergraduate students were able to get jobs and the 25 % of them joined graduate school (Borden & Rajencki, 2000). A bachelor’s degree in Psychology was primarily about gaining knowledge on the subject and not necessarily learning how to practice it (Landrum, 2001). He added that learning Psychology was a lifelong process of acquiring knowledge and becoming a better citizen. The APA guidelines for the undergraduate Psychology major (APA, 2007) reiterated that the students who finished the program should be able to harness the skills gained in
Psychology so as to be able to work in different fields and to gain insight into their own behaviours (Stollof et al., 2012).

Regardless of these outlined advantages of doing Psychology, research showed that many of the Psychology major students did not appreciate the skills-set they had acquired after undertaking the degree program (Borden & Rajencki, 2000). At places of employment they did not show confidence that they had the skills to help them be successful in employment would. They lacked awareness of avenues that would facilitate their utilization of the knowledge effectively (Borden & Rajencki, 2000; Prehar & Ignelzi, 2012; Rajencki & Borden, 2009). Notable is that regardless of high enrolment rates into the program the number of students who end up being psychologists are low (Green, Hood & Neumann, 2015). Some parents are not supportive about their children taking up Psychology because they are worried about the possibly low prospects of their children getting into stable employment (Halonen, 2011).

Putting into consideration the opinions of the students is crucial as this will influence their satisfaction with the program and the university as a whole. The students loyalty is directly or indirectly related to the marketing of the program to their friends, relatives and the university.

2.2 Satisfaction of students at the university.

Satisfaction has been defined differently by different authors. Garcia-Aracil (2009), explained that the term is very subjective and diverse, therefore settling on a precise definition would be challenging. According to the Merriam Webster Dictionary (retrieved from www.merriamwebster.com on 1st July 2016), satisfaction is defined as “the fulfillment of needs or desires; It could be feeling that expectations have been fulfilled. Suhre et al. (2007) defines satisfaction as fulfilment of expectations regarding degree program and the required study activities. Tessema et al. (2012) describes
satisfaction as “the extent to which students are satisfied with a number of college-related issues such as advising, quality of instruction, course availability, and class size”. In this study, satisfaction is conceptualized as achievement of expectations and aspirations of senior students currently undertaking the BA Psychology program and the alumni of this program.

Studies on satisfaction of students in institutions of higher learning have been conducted for various reasons. University education is viewed as a service and the students are the prospective customers which has led the private universities to be in constant competition with public universities for the enrollment of students and retention in the programs (Olufunke, 2015). Therefore, to sustain the entrepreneurship of university education, student satisfaction is very crucial (Gibson, 2010; Yeo, 2008; Parahoo & Tamim, 2012). Although university education is being viewed as a service and the students as the prospective customers, there are concerns that institutions may be more worried with satisfying the students at the expense of prospective future educational and social goals (Bay & Daniel, 2001).

Secondly, the university administration also needs to understand the reasons why some of the students may choose to leave certain programs or leave the universities all together. This is crucial as satisfied students will positively market the institution and even be willing to continue to participate as alumni once they graduate (Parahoo, Harvey & Tamim, 2013).

Satisfaction studies have been a way for departments and colleges to be accountable and put efforts towards self-improvement (Tessema et al., 2012). The data collected from satisfaction surveys helps universities to make responsive curricula that are able to fulfill the dynamic needs of the marketplace (Olufunke, 2015).
An interpretative study conducted to find out factors that contributed to the satisfaction and dissatisfaction of students in two universities in the United Kingdom found that areas of teaching such as “accessibility, availability, attentiveness and communication” were seen as important aspects that influenced quality (Douglas, Douglas, McClelland & Davies, 2015). Additionally, from both universities, communication was found to be a major area of dissatisfaction and it was an area that needed improvement. Communication influenced the intention of the students to recommend the university to other people and prospective students. In the first university, 28% would not be loyal to the university due to the things that dissatisfied them whereas in the second university communication influenced loyalty by 26%.

Satisfied students are likely to stay in college and work hard in their studies and graduate successfully (Tessema et al., 2012). On the other hand, students who were not satisfied were likely to miss their class regularly and had a higher likelihood of dropping out of the university (Jamelske, 2009).

Other studies revealed that student satisfaction was inversely related to the complaints of students relating advising, career preparation, effectiveness of already existing courses and the need for new courses (Korn, Sweetman & Nodine, 1996). The satisfaction studies assisted institutions of higher learning to determine if they were achieving their mission of producing qualified graduates who would provide high caliber of services to their future employers or as entrepreneurs (Tessema et al., 2012).

Finally, through the student satisfaction surveys, institutions were able to determine the value the students gave to their education and whether they were satisfied with the overall experience. This was important taking into account that those who were more satisfied were likely to support the university as students and as alumni (Tessema et al., 2012).
2.3. Satisfaction with Psychology program.

In this section, the concerns of the students in relation to satisfaction with the BA Psychology program were examined. Some of the issues included how the program prepared them for the job market, involvement in extracurricular activities connected to the psychology program, overall satisfaction with the psychology department and the attitudes they held towards the program (Roscoe & Strapp, 2009).

2.3.1. Satisfaction and preparation for career or graduate school.

Any undergraduate program aims to prepare students for their career of choice in different disciplines or preparation for graduate school (Tessema et al., 2012). For Psychology students, adequate guidance on the different paths available would be helpful. It would also reduce the uncertainty in turn satisfaction with the program would increase (Peterson et al., 2014; Roscoe & Strapp, 2009).

The career path of a Psychology student is not as straightforward as that of students from other departments in the university. For instance the career path of a graduate with a BA in Accounting is clearer considering they can easily get into employment after graduating. On the other hand, in Psychology the career path may require additional education beyond a B.A for one to be considered a professional. A Masters or Doctorate degree is required (Roscoe & Strapp, 2009).

Stollof and his colleagues (2015) carried out a national survey in 278 departments of Psychology in the United States to find out experiences that produced successful Psychology major students. They were guided by the 10 American Psychological Association (APA) learning goals which determined what was to be included in any curriculum and what entails a comprehensive Psychology course (APA, 2007). In these goals, career preparation was ranked as the 10th goal. The research revealed that very few
institutions had “career planning classes or personal development” for which recommendations were made to include these classes.

Komarranju, Swanson and Nadler (2014) conducted two studies to understand the attitudes of students who took Psychology career classes. The rationale of these classes was that, as the students were educated on different career paths their familiarity with the degree would increase. Also, the knowledge would help them plan for their future thereby increasing their career self-efficacy. Of the 226 students that were used as a sample, 90% were psychology students. Pre-test and post-tests were done to measure career self-efficacy, their satisfaction with the course and satisfaction with the major. Correlation and regression analysis conducted showed differences in the pretest and the post test of attending the career classes. With the attendance of the career classes, there was an increase in career self-efficacy, increase in satisfaction with the career course being offered and there was an overall satisfaction with the Psychology major.

2.3.2. Satisfaction and participation in psychology related extracurricular activities.

Participating in psychology related activities helps the students to relate more to the major and apply the knowledge they have gained.

A study was conducted to investigate the relationship between participating in Psychology related activities, satisfaction and academic attainment among West Oregon University students in their senior year in the BA Psychology program. The results concluded that people who were involved in Psychology related activities were more satisfied with their Psychology major and consequently were able to achieve more academically (Strapp & Farr, 2010).

Bowman and Waite (2003) examined views of students about volunteering in research activities and the relationship with their satisfaction with the Psychology
program. These research activities would be organized by either faculty or fellow advanced level Psychology. They would earn research credit score through their participation. The results showed that those who volunteered to participate in research had a more satisfying experience than the ones who just did simple reports for the principal researchers. Their interest in Psychology increased and they understood more about Psychology. The participation in the end resulted in, students who had an improved perception of Psychology and research. There was also a correlation between participation in these activities and their satisfaction with the Psychology program as a whole $r (521) = 0.5, p<0.01$. In conclusion, the study found that the satisfaction of psychology students would increase if students were encouraged and facilitated to participate in Psychology student societies or professional linkages.

2.3.3. Satisfaction with psychology department faculty.

The Psychology students probably interact more with their respective department than any other administrative or institutional department in the university. For this reason, how the department interacts with the students determines how they rate the department. The faculty play a crucial role in the satisfaction of the students. Malouff et al. (2010) explains that the motivation of students is an important factor in encouraging students to learn. Jones (2008) adds that students who are highly motivated were more likely to be satisfied with their education. Malouff and his colleagues (2010) collected data from 135 undergraduate students of Psychology at a university in the United States of America. The classes had been taught by different lecturers who used different methods of teaching. Out of all the methods of teaching sampled faculty who used motivational teaching technique produced the most satisfied students. These lecturers were warm and friendly; their teaching style was appealing and they gave prompt feedback.
Several factors help the students to feel satisfied with the program they choose to undertake. Of importance are the expectations that they have when they are commencing the program, their belief on whether they will be able to successfully complete the program. These factors in the end influence attitudes that the students portray (Green et al., 2015). DeWitz and Walsh (2002) also found that only college self-efficacy plays an important role in determining the satisfaction with the college experience and not necessarily social or general self-efficacy.

Maki and Maki (2003) found that when students expect to enjoy a course, their satisfaction increased. For Psychology students, the more satisfied they felt, the more they deemed themselves able to handle the course work despite the challenges they faced.

2.4 Satisfaction with the Curriculum design and content

The availability of quality training is a prerequisite to having a satisfactory BA Psychology degree program (APA, 2007). The curriculum is one of the benchmarks for assessing the wholesome quality of Psychology at the undergraduate level (Stolloff et al., 2010; Dunn, McCarthy, Baker, Halonen & Hill, 2007). The Psychology curriculum has undergone many changes throughout the years. These changes have been as a result of numerous meetings among stakeholders to brainstorm on best practices that can be adopted in the field (Stollof et al., 2012). Brewer (1993) highlighted the Michigan conference that was held in 1960 to discuss the concerns that scholars had on the low status that Psychology was being accorded. The conference highlighted the importance of Psychology programs being flexible and this meant that even though the students were to do the core units required, they were also given the opportunity to specialize in areas they were interested in. In conclusion the conference deliberated that it was not possible for one curriculum to fit all universities.
Curricula are also organized systematically to enable the students to have the gain as much as they can from the program coursework that they cover. The courses are arranged in a sequential way to ensure scaffolding of the knowledge acquired. Cohen, Chang, Pooley and Pike (2008) explained that scaffolding improved the ability of the students to comprehensively engage with the materials in the curriculum.

Many Psychology departments structure their curriculum almost similarly to the American system (Brewer, 2006; Perlman & McCann, 1999a, 1999b; Stoloff et al., 2010). Studies done on 42 Psychology departmental chairs and 56 Psychology course catalogs in Turkey by Sumer (2016), revealed that these departments were offering courses similar to the ones in the United States except for some of the capstone experiences they offered. In the first two years, students began with the introductory courses in general Psychology, they would also cover research methods & statistics and then they would explore some of the main areas of the curriculum but at an introductory. In the upper level, they do electives and capstone experiences (these are courses that integrate everything that the students have done during their coursework) (Brewer, 2006; Perlman & McCann, 1999a, 1999b; Stoloff et al., 2010). The electives were chosen from subtopics in Psychology and other related departments. Most notable is that these courses were not offered to achieve certain expected outcomes but depended on the availability of faculty who could teach these courses (Sumer, 2016).

The United States International University-Africa is privileged to have double accreditation from the Kenyan Commission of Higher Education (CUE) and Western Senior College and University Commission (WSCUC) formerly Western Association of Schools and Colleges (WASC) (Retrieved from http://www.usiu.ac.ke/study/academic-affairs/school-of-humanities-socialsciences/99-undergraduate-programs on 18/02/2016).
The accreditation ensures that high standards of training are maintained and in accordance with the American system of education.

Any progressive curricula should help the students determine the direction they want to take in their lives, arm them with skills and increase their chances of success (Stollof et al., 2010; Stollof et al., 2012). When students are satisfied with the curriculum they work hard in their studies by attending classes and being engaged in their course work (Tessema et al., 2012). One of the factors that determines the satisfaction with the major curriculum is the availability of courses (Tessema et al., 2012). These courses range from the core courses, required courses and the electives being offered. When students have more options in the categories mentioned, they are more likely to be satisfied with the curriculum.

The course content is also important because when the students perceive that the course content is relevant to them, their satisfaction with the program increases and their class experience becomes more effective (Parayitam, 2007). Corts et al. (2000) postulated that in addition to relevant content, offering a variety of courses is a good predictor of student satisfaction as having a range of courses ensures that the students gain more knowledge and skills and everyone gets opportunity to pursue their area of interest.

When the students perceive the program to be guiding them through their college experience and towards suitable career paths, their satisfaction with the curriculum and major increases (Corts et al., 2000). In addition, when students can connect the program they are doing with their career goals, they develop positive attitudes towards their department and institution as a whole.
2.4.1 Psychology curricula options.

Different universities structure their curricula in different ways (Messer, Griggs & Jackson, 1999). Some universities try to differentiate a Bachelor of Arts in Psychology with a Bachelor of Science in Psychology programs. Research done in the 1990’s assumed that those students in the BS program did more statistical and research method classes compared to the ones in the BA in psychology program or that Bachelor of Science prepared one for graduate school and improved employment prospects. This has however been disputed as both the BS and BA programs require same number of courses in statistics and research methods (Pfund et al., 2016).

Further observation into the types of curricula being used was revealed when data was collected from different ranking sources of universities that offered undergraduate degrees in Psychology. In total 292 schools were chosen randomly with information on the programs offered and their requirements collected. The schools were both regional and national institutions. Out of all schools chosen, 96% of schools offered general Psychology which could either be a BA or BSc in Psychology, 26% offered general Psychology with concentration options which meant one was able to take courses in the area they are interested to specialize in psychology; one could have a Bachelor of Arts degree in Psychology with a concentration in organizational psychology. Finally, 13% of the university offered a chance to do a specialization degree in which some courses are taken as a part of or alongside the main degree program. One is able to get certificate after the course an example would be drug use and abuse counseling certification (Messer et al., 1999).

This study also revealed that, taking concentrations with the major was the second most popular degree option after the general Psychology major. Taking concentrations within the major involved undertaking general Psychology units during the freshman and
sophomore years then either at junior or senior years one may decide to take specific units that were geared towards an area of specialization (Messer et al., 1999). The popularity of this option has been fueled by the culture of specializations in graduate studies. Secondly, the department uses these specialization courses as an opportunity to prepare the students who are interested in joining graduate school. Lastly, the concentration options are attractive because they eliminate the ambiguity of just doing a general Psychology program instead they assist the students to feel that they are doing relevant courses and that they are adequately preparing for their future careers (Messer et al., 1999). Additionally, it is beneficial to allow students to do courses that interest them as this helps them to be able to link their experiences in the university and their career goals in turn making them more enthusiastic about the program they are undertaking.

Perlmann and McCann (1999), in their analysis of work done by McKeachie & Milholland (1961) described four curricula models. The first one is the structured or traditional curriculum which starts with a single semester introductory course, then core units, courses from other disciplines and integrative courses (Capstone experience). The second type of curriculum is the inverted pyramid where after the introductory course, they go to statistics, required middle level courses and for last two years they do a wide range of courses. The third one is the hourglass curriculum where they have a year of introductory courses, they do a survey, and have specializations in the middle levels which means they have less need for many advanced courses. To conclude, there is the flexible curriculum which has no strict requirements, no core units or prerequisites instead the student and the faculty design a program that will help the students achieve their academic goals. The final one is thematic major that has been sequenced to include survey in sub-areas of Psychology like developmental or health, then they do
methodology and courses that are specialized which may even have laboratory classes, in
the senior years they do an integrative course and electives.

2.5 Chapter summary.

The findings from the review reveal a shortfall in the literature on the
specifics of the topic of investigation. The results of previous studies on satisfaction with
the Psychology program have not been conclusive as there are gaps evident. No
significant work has looked specifically at the satisfaction with the Psychology
curriculum design and content. The studies however, give a broad base that opens up
themes like satisfaction with the general experiences of the university and the different
aspects of satisfaction with the Psychology program but not particularly the topic of
interest.

The next chapter explores in details the methods that will be used to conduct
the research.
CHAPTER 3
RESEARCH METHODOLOGY

3.0. Introduction

The study aimed to examine the satisfaction of the seniors and alumni of the BA psychology program from USIU-A. The chapter discusses the research design that was used, the variables of the study, location of data collection and the population of the study. In addition, the chapter includes a description of the instruments that were used, the sampling design, analysis of the data and the ethical considerations in the study.

3.1. Research design

The researcher conducted a survey to find out the satisfaction of the students undertaking BA Psychology degree program in USIU-A. The study focused on the seniors and alumni of the BA Psychology degree program. The researcher ensured that the sample was representative so that information collected, could be generalized to other students in the university undertaking the BA Psychology program. Conducting a survey enabled the researcher to find out the opinion of the students, how particular elements made the student feel satisfied or dissatisfied with the program and what could be done by the Psychology department to strengthen the program as a whole.

3.2. Location of study

The study took place at the United States International University -Africa. This is a private university that has dual accreditation from Kenya and the United States of America. The institution is located in Nairobi, off Thika road specifically the Mirema area. It is 13 kilometers away from the central business district of Nairobi (Retrieved from http://www.usiu.ac.ke on 22\textsuperscript{nd} May 2016).

At the time of study, University population comprised of both local and international students totaling 6032 students from 70 different countries (Retrieved from
The fact sheet of the University for the Year 2012/2013, showed that the local students comprised of 85% of the population while international students were 15% representing 55 nationalities respectively. The university boasts of a fully-fledged department of Psychology located in the school of Humanities and Social Sciences. The department offers Psychology courses at different levels. At the undergraduate level, they offer BA Psychology degree program, at Master’s level they offer M.A. in Counseling Psychology and M.A. in Clinical Psychology and at Doctoral level they offer Doctor of Psychology (Psy. D) in Clinical Psychology (Retrieved from http://www.usiu.ac.ke/fact sheet on 22nd May 2016).

3.3. Population

The study targeted two groups of the population:

1. BA Psychology degree students who were at the time in their senior year of study in the program.

2. Alumni of the BA Psychology degree program who had graduated from USIU-A in the years 2014 and 2015. This represents two groups of graduates.

The researcher chose the seniors in the BA Psychology program because they had more exposure to the Psychology curriculum; therefore they were better placed to reflect on the course work.

Alumni who graduated from the BA Psychology degree program would provide invaluable information of their experience in the program. The focus was on those who had graduated in the years 2014-2015 and this represented two groups of subjects who had gone through the program. The assumption was that their ability to answer the questions would be based on their recent memory about the program which would have been a challenge if they included alumni from earlier years. In both groups, male and female respondents were targeted in the study.
3.4 Sampling design

3.4.1 Sampling techniques and sample size

The planned sample size for the study was one hundred students, fifty students in the senior year BA Psychology program and fifty people representing the alumni of the program. Purposive sampling was used where specific subjects with the qualities that were needed were identified.

The sample would be targeted in the classrooms, faculty teaching these classes had to be identified in order to seek permission for the administration of questionnaires. The location and exact number of students in each class was considered. Once permission was sought from the faculty member, the researchers were able to collect the data from the classrooms on the agreed date and time. The principal researcher and the research assistant were able to get their sample from 4 senior year classes.

3.5 Data collection

The researcher had planned to collect data from fifty (50) students in the senior year of the BA Psychology degree program and fifty (50) alumni students of the BA Psychology degree program.

The researcher got approval to conduct the research from the Institutional Review Board (See appendix D, Approval from Institutional Review Board). This took about 3 weeks after which the researcher was able to go ahead and collect the data.

To aid data collection from the seniors, the course academic advisor provided information on the location of the seniors and the lecturers teaching these classes. The class schedules pinned on the notice boards of the institution were reviewed to get information of the classes, their venues and the number of students attending the classes.
Four classes would be sufficient to get the required sample size. The researcher made contact with the lecturers teaching these classes to seek permission to collect data during their class sessions. The researcher got assistance from a research assistant in collecting data.

The classes were scheduled differently throughout the week. The four classes comprised of: cognitive class that had 20 students, statistics class had 18 people, tests and measurements class had 20 students and research methods class that had total of 18 students.

On the actual day of the data collection, the researcher and the research assistant introduced themselves to the respondents by first indicating the topic of research and its purpose. Verbal consent was sought from the students who were willing to participate. A written research consent form was issued to each of the participants thereafter verbal revision was done to ensure the respondents approved the contents before they appended their signatures. Coded questionnaires were handed over to the participants. The researcher ensured that the consent forms and the questionnaire handed over to the participants had coinciding numbering to avoid any confusion. Filling the questionnaire took between 15-20 minutes.

After the questionnaires were filled and handed over, a debrief form was issued to the participants. It included referrals to different counseling centers in the event the participant wished to seek support for possible effects of participating in the research. Contact information of the researcher and supervisor of the researcher were also provided for further inquiries.

For the alumni group, the researcher received an introduction letter from the office of Institutional Research. The researcher had to go to the office of the registrar with the letter to be allowed to access the contacts details of the alumni group that
graduated in 2014-2015. The email contacts of the students were availed. From the 2014 list, there were 61 names of students and the 2015 list had 52 students in total. The researcher decided to send the questionnaire to all the alumni in the lists to increase the chances of getting more responses. The questionnaires were created and sent using www.googleforms.com on 7th July 2016. 

The emails included the introduction letter from the Office of Institutional Research, consent of participation forms and debrief forms. There was a follow-up to urge the participants to respond. As of 24th July 2016, only 33 people out of the expected 50 alumni required had responded. These 33 respondents represented 66% of the expected results.

3.6 Administration of instruments

The researcher used self-administered questionnaires. These questionnaires issued on campus to the seniors in their respective classrooms and the alumni group filled the questionnaires that were sent to them through www.googleforms.com

The questionnaires administered to the two groups were almost similar with few demographic questions being different. For instance, the undergraduates were asked when they joined the university while the alumni were asked when they graduated from the university. It was important for the researcher to have the questions similar to allow systematic analysis. The researcher would also be able to analyze any attitudinal changes when comparing their opinions when they were in the university and whether there is a change now that they have exited the program.

The questionnaires were written in English and each one of them had 15 questions in total. Four of the questions had Likert scale type of questions with each principle question having a set of 4-6 questions under it. The questionnaire had 4 sections labelled A-D respectively. Section A had demographic details of the
respondents; section B tackled the satisfaction of the students with the BA Psychology degree program. Section C looked into the extent that the students were satisfied with the curriculum design and content of the BA Psychology degree. Section D had questions on recommendations that would help to improve the program (See Appendix C, Questionnaire).

On each section, the questionnaire contained different types of questions. Some of the questions required one to choose the most appropriate response while others required one to write in their answers.

3.7 Ethical considerations

The researcher was guided by the Ethical Principles of Psychologists and Code of Conduct by the American Psychological Association (APA, 2010) when conducting the study. To ensure confidentiality, the respondents did not indicate their names in any of the forms instead codes were assigned. All the forms returned by the respondents were safely stored.

A risk assessment was conducted by the researcher to find out whether taking part in the study had any effects on the participants. The assessment revealed that the study was of low risk to the participants since the type of questions being asked were not personal or emotionally intrusive in content. In case of any risks for instance emotional risk, the researcher provided debrief information that included referrals to counseling services for support.

The information from the seniors was collected from their classrooms. To facilitate this process, the researcher had to have a pre-agreement with the faculty of these particular classes. Data was to be collected during class time for 15 to 20 minutes. Students who were not willing to participate could not leave the classrooms seeing that classes were still in session.
Students were given consent forms to go through before they could answer the questionnaires. The consent form explained the purpose and duration of research, limits of confidentiality, importance of participating and how the information collected would be utilized. The participation in the study was crucial but they had the option of declining involvement in the study. The contacts of the supervising professor and the principal researcher were also indicated in case the participants had any questions. (See Appendix A for Research consent form). After the respondents agreed to take part they signed the consent form.

Questionnaires were filled, returned and participants were requested to remain in classrooms until all questionnaires were collected by the researcher. After which, the debrief forms were handed over to them. The researcher reviewed the debrief form with the group and again thanked them for participating (See Appendix B, Debrief form). The researcher did not offer any form of incentive to the students whether financially or giving credit for any course in the program.

3.8 Data analysis

Quantitative methods of data analysis were utilized in the study. Coding was done for each variable in the study. Descriptive statistics allowed the summary of data into measures that could be easily understood by any observer. Data analysis was carried out using the Statistical Package for Social Sciences (SPSS) for both the seniors and the alumni. Both the quantitative and qualitative data was coded in SPSS. The data was coded and cleaned. The findings were presented in figures and tables.

3.9 Chapter summary

The chapter outlined how the study was carried out. It explained the research design of the study, target population, and instruments utilized to ensure the data collected was in line with the objectives of the study. Of importance were the ethical
considerations that were adhered to throughout the process of this study. Finally, it
described how the data was analyzed and presented.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This study aimed at investigating the satisfaction with the BA Psychology degree program among the seniors and alumni of the program. This chapter presents the analysis of findings. A descriptive analysis of the general information from the respondents opens the chapter. The rest of the chapter is thematically organized according to the research objectives. These were: satisfaction with B.A Psychology Degree Program, satisfaction with the BA Psychology curriculum design and content (concentration tracks) and finally recommendation of how the program could be strengthened.

4.1 The Response rate

Data was to be collected from a total of 100 respondents consisting of fifty (50) seniors of the BA Psychology degree program and fifty (50) of the alumni of the same program. In the end, data was collected from 50 students in their senior year which represented 100% response rate. From the alumni group 33 participants responded to the questionnaires out of the 50-people needed from the alumni population. This represented 66% of the response rate.

4.2 General Information

The general information about the respondents was collected based on gender, age and employment status of the respondents.

4.2.1 Gender

The Demographic information provided on gender found that among the Alumni who graduated with the BA Psychology, 10 (30.3%) were male while 23 (69.7%) were female. Among the seniors, 6 (12%) were male while 44 (88%) were female. The majority in the BA Psychology were female as shown in the figures 1 and 2 below.
Figure 1: The gender of seniors in the program

Figure 2: The gender of the alumni in the program

4.2.2 Age

The graph outlines the ages of the seniors and alumni respondents respectively. From the Alumni that graduated during the periods of 2014-2015 none of them were between 18-20 years, 6 (18.2%) of those interviewed were between 20-23 years, 12 (36.4%) were between 24-26 years, 5 (15.2%) were between 27-30 years and 10 (30.3%) of the respondents were 30 years and above.
Among the senior year students 5 (10%) were between 18-20 years, 36 (72%) were between 20-23 years, 2(4%) were between 24-26 years, 1(2%) were between 27-30 years and 6 (12%) were 30 years and above. Therefore, the majority among the alumni were between 24-26 years while the majority among the senior year students were between 20-23 years as shown in the figure 3 below.

![Figure 3: Ages of the all respondents](image)

4.2.3 Employment Relevancy

The respondents also provided information on their employment status and how it was related to Psychology. From the alumni group, 18 (54.5%) of them were employed and their work was related to Psychology, 9 (27.3%) of them were employed but their work was not related to Psychology and 6 (18.2%) were not employed at all. Among the seniors 1 (2%) were employed and their work was related to Psychology, 12 (24%) were employed but their work was not related to Psychology and 37 (74%) were not employed at all.

Thus, many of the alumni were employed and their work was related to Psychology while among the seniors were not employed at all as shown in the table 1.
Table 1: If you are employed, is your work related to Psychology?

<table>
<thead>
<tr>
<th>Responses</th>
<th>Alumni</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am employed and my work is related to Psychology</td>
<td>18 (54.50%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>No, I am employed but my work is NOT related to Psychology</td>
<td>9 (27.30%)</td>
<td>12 (24%)</td>
</tr>
<tr>
<td>I am not working at the moment</td>
<td>6 (18.20%)</td>
<td>37 (74%)</td>
</tr>
</tbody>
</table>

4.3 Objective one: Satisfaction with B.A Psychology Degree.

These questions sought to answer the first objective on the satisfaction levels of the participants with the Psychology degree program being offered at USIU-A.

4.3.1 The Overall satisfaction with the B.A psychology program.

The study was to establish from the respondents their overall satisfaction with the quality of the BA Psychology degree program. It was established that among the alumni 5 (15.2%) respondents were dissatisfied with the quality while 28 (84.8%) were satisfied. Among seniors, 14 (28%) were dissatisfied while 36 (72%) were satisfied.

Thus, the majority from both alumni and seniors were satisfied with the quality of the BA Psychology degree program as shown in figure 4.
Figure 4: Overall satisfaction with the BA psychology program

4.3.2 The program stimulated additional learning.

In investigating whether the program being offered stimulated additional learning among the respondents, 6 (18.2%) of the alumni were dissatisfied while 27 (81.9%) of them were satisfied. Among the seniors, 4 (8%) were dissatisfied while 46 (92%) out of the total of 50 seniors who responded were satisfied. Thus, the majority from both alumni and seniors were satisfied that the program stimulated their interest for additional learning as shown in table 2.
Table 2: The program stimulated additional learning

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>3 (9.1%)</td>
<td>3 (9.1%)</td>
<td>5 (15.2%)</td>
<td>13 (39.4%)</td>
<td>9 (27.3%)</td>
</tr>
<tr>
<td>Seniors</td>
<td>2 (4.0%)</td>
<td>2 (4.0%)</td>
<td>19 (38%)</td>
<td>13 (26%)</td>
<td>14 (28%)</td>
</tr>
</tbody>
</table>

4.3.3 The clarity of the course requirements for the program.

On inquiring whether the respondents were satisfied with the clarity of the course requirements for the degree, the response from the alumni was that 2 (6%) participants were dissatisfied while 31 (94%) were satisfied. Among the seniors, 45 (90%) were satisfied while 5 (10%) reported being dissatisfied. Thus, the majority from both Alumni and seniors were satisfied.

4.3.4 The clarity of career opportunities in the program.

The investigation was to find out, whether the respondents had the opinion that career opportunities had been clearly articulated in the Psychology degree program. It was found that among the alumni 2 (6%) were dissatisfied while 31 (94%) were satisfied and among the seniors 5 (10%) were dissatisfied while 45 (90%) were satisfied.

The majority from both alumni and seniors were satisfied with the clarity of the career opportunities.

4.3.5 Career advice provision in the program.

The study sought respondents’ opinion on whether they were satisfied by the provision of career advice in the department. The results showed that with the alumni 14 (42.4%) were dissatisfied while 19 (57.6%) were satisfied and among the seniors 24 (48%) were dissatisfied while 26 (52%) were satisfied.
Hence many of the alumni and senior undergraduates were satisfied with the career advice given as shown in figure 4.

**Figure 4 : Career advice given in the program.**

**4.3.6 The Variety of courses offered in the program.**

The study also investigated the satisfaction level of the respondents in regards to the variety of courses that had been offered to the seniors and alumni in the program. It was found that 16 (81.8%) of the alumni interviewed and 28 (74%) of the interviewed seniors gave the opinion that they were somewhat satisfied, satisfied and very satisfied while 17 (18.2%) of the alumni and 21 (26%) of the seniors had the opinion that the varieties of courses offered were somewhat dissatisfying and very dissatisfying. Therefore, the majority were satisfied with the opinion. The findings are as shown in table.3:
Table 3: Variety of courses offered in the program.

<table>
<thead>
<tr>
<th>Courses offered</th>
<th>Very Dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>1 (3%)</td>
<td>5 (15.2%)</td>
<td>11 (27.3%)</td>
<td>9 (33.3%)</td>
<td>7 (21.2%)</td>
</tr>
<tr>
<td>Seniors</td>
<td>3 (6%)</td>
<td>10 (20%)</td>
<td>21 (42%)</td>
<td>8 (16%)</td>
<td>8 (16%)</td>
</tr>
</tbody>
</table>

4.3.7 The Courses offered in the program were interesting.

The study assessed to what extent the respondents thought that the courses offered in the program were interesting to both the seniors and alumni. It was found that among the alumni 3 (9.1%) were dissatisfied while 30 (91%) were satisfied whereas with the seniors 6 (10%) were dissatisfied while 44 (90%) were satisfied.

Thus, both alumni and seniors were satisfied that the courses offered were interesting.

4.4 Objective two: Satisfaction with curriculum design and content of the psychology degree program.

4.4.1 The Relevance of the course content in the program.

The study sought to determine whether the respondents thought the course content offered in the BA psychology program was relevant. The figure 5 shows that of the 28 (84.8%) of alumni and 46 (92%) of the interviewed, seniors had the opinion that the program was somewhat satisfying, satisfying and very satisfying while 4 (12.1%) of alumni and 4 (8%) senior year student responded that it somewhat dissatisfaction and very dissatisfaction. Hence the majority were satisfied.
4.4.2 The Choices of courses offered.

The study wanted to establish whether the respondents were satisfied with the choice of courses being offered in the Psychology BA Program. At least, 23(69.8%) of the alumni and 82% of the seniors were somewhat satisfied, satisfied and very satisfied. On the other hand, 27.3% of the alumni and 18% of the seniors felt somewhat dissatisfied and very dissatisfied. Thus, the majority were satisfied with the opinion. The findings are as shown in table 4

Table 4: The Choices of courses offered

<table>
<thead>
<tr>
<th>Choice of courses offered to the Alumni</th>
<th>Very Dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 (6.10%)</td>
<td>7 (21.20%)</td>
<td>5 (15.20%)</td>
<td>12 (36.40%)</td>
<td>6 (18.20%)</td>
</tr>
<tr>
<td>Choice of courses offered to senior students</td>
<td>2 (4%)</td>
<td>7 (14%)</td>
<td>21 (42%)</td>
<td>14 (28%)</td>
<td>6 (12%)</td>
</tr>
</tbody>
</table>
4.4.3 The Required courses were available.

The respondents were asked whether the courses that were needed in the program were available when they were required. The results indicated that among the alumni 9 (27.3%) were dissatisfied while 24 (72.8%) were satisfied and among the seniors 11 (22%) were dissatisfied while 39 (78%) were satisfied. Hence, the majority from both alumni and seniors were satisfied that the required courses were available as shown in table 5.

Table 5: Required courses were available

<table>
<thead>
<tr>
<th></th>
<th>Dissatisfied Very</th>
<th>Somewhat dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>3 (6%)</td>
<td>8 (16%)</td>
<td>16 (32%)</td>
<td>14 (28%)</td>
<td>9 (18%)</td>
</tr>
<tr>
<td>Alumni</td>
<td>3 (9.10%)</td>
<td>7 (18.20%)</td>
<td>7 (18.20%)</td>
<td>12 (36.40%)</td>
<td>6 (15.20%)</td>
</tr>
</tbody>
</table>

4.4.4 The courses offered were appropriate.

This question wanted to find out whether on the courses offered in the degree program were appropriate. Among the alumni 4 (12.2%) were dissatisfied while 27 (81.8%) were satisfied and among the senior year students 6 (12%) were dissatisfied while 44 (88%) were satisfied.

Therefore, majority from both alumni and seniors were satisfied with the opinion that the courses offered were appropriate as shown in table 6.

Table 6: The courses offered were appropriate

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Somewhat Satisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior year students</td>
<td>2 (4%)</td>
<td>4 (8%)</td>
<td>19 (38%)</td>
<td>13 (26%)</td>
<td>12 (24%)</td>
</tr>
<tr>
<td>Alumni</td>
<td>2 (6.1%)</td>
<td>2 (6.1%)</td>
<td>6 (18.2%)</td>
<td>13 (39.4%)</td>
<td>8 (24.2%)</td>
</tr>
</tbody>
</table>
4.5 Concentration Tracks

4.5.1 Interest on concentration/specialization track.

The study wanted to find out whether if given the chance, the respondents would have been interested in undertaking concentration/specialization tracks. The outcome revealed that among the alumni, none disagreed and strongly disagreed, 3 (9.1%) were neutral while 30 (87.9%) agreed and strongly agreed. For the seniors, 7 (14%) were neutral while 31 (82%) agreed and strongly agreed. However, 2 (4%) disagreed and strongly disagreed.

Thus both alumni and seniors agreed and strongly agreed with the statement as shown in the figure 6.

![Figure 6: Given the chance would you be interested in taking concentration/specialization tracks.](image)

4.5.2 Choosing concentration tracks would have helped to focus on areas of interest in Psychology.

Inquiries were made to find out whether choosing the concentration tracks would have helped one to focus in their area of interest in Psychology. Among the alumni none
disagreed and strongly disagreed with the statement, 6 (18%) were neutral while 27 out of 33 who responded (82%) agreed and strongly agreed that taking concentration tracks would have helped them to focus on their areas of interest in Psychology.

For the seniors 2 (4%) disagreed and strongly disagreed, 7 (14%) were neutral while 41 (82%) agreed and strongly agreed. Thus, the majority from both alumni and seniors agreed and strongly agreed.

**4.5.3 Undertaking Concentration tracks and guidance in graduate school.**

Investigation was done to find out whether the respondents taking concentration/specialization tracks would have guided one in deciding the area of specialization in graduate school. The results showed that 26 (78.8%) of the alumni agreed with the statement, none disagreed and strongly disagreed, 18.2% were neutral to the opinion. For the seniors, 2 (4%) disagreed and strongly disagreed, 9 (18 %) were neutral while 39 (78%) agreed and strongly agreed.

Thus the majority from both alumni and seniors agreed and strongly agreed with the idea as shown in the figure 7.

![Figure 7: Taking concentration/specialization courses would have guided me in deciding area of specialization in graduate school](image-url)
4.5.4 Most favorable concentration/specialization tracks.

Research was done to examine the concentration/specialization tracks in Psychology that were most popular with the respondents. Among the seniors, it was found that 16% would have chosen clinical Psychology, 20% would have chosen Counselling Psychology, 32% would have chosen industrial Psychology, 6% would have chosen cognitive Psychology, 18% would have chosen Child Psychology and 18% would have chosen others. Among the alumni 18% would have chosen clinical Psychology, 12.1% would have chosen Counselling Psychology, 24.2% industrial Psychology, 6.1% would have chosen cognitive Psychology, 15.2% would have chosen child Psychology and 12.1% would have chosen others as shown in the table 7.

Table 7: If you had option of choosing concentration tracks which specialty of Psychology would you be interested in

<table>
<thead>
<tr>
<th>Specialty of Psychology</th>
<th>Seniors</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>16 (32%)</td>
<td>8 (24.20%)</td>
</tr>
<tr>
<td>Counselling Psychology</td>
<td>10 (20%)</td>
<td>4 (12.10%)</td>
</tr>
<tr>
<td>Cognitive Psychology</td>
<td>9 (18%)</td>
<td>5 (15.20%)</td>
</tr>
<tr>
<td>Clinical Psychology</td>
<td>8 (16%)</td>
<td>6 (18.20%)</td>
</tr>
<tr>
<td>Child/Developmental Psychology</td>
<td>4 (8%)</td>
<td>5 (15.20%)</td>
</tr>
<tr>
<td>Other</td>
<td>3 (6%)</td>
<td>4 (12.10%)</td>
</tr>
</tbody>
</table>
4.6 Objective Three: Interventions that can lead to strengthening of the BA Psychology curriculum design and content?

4.6.1 Recommendations from the seniors.

Some of the recommendations that were made by the respondents were as a result of their analysis of the deficits of the program.

There was recommendation for a deeper coverage of psychological content by 9 (17.5%) of the respondents. They argued that the department focused more on units from other departments like the criminal justice department. They covered only 16 courses from psychology department and 24 courses from other departments. Widening the content covered also entailed increasing the amount of time that one lesson in the course covers, possibly 2 hour class. They wondered why they did psychology purely in their 4th year of study which is much later than they expected.

Another recommendation made was on making the program more practical and this response was made by 14 (27.5%). This included being involved as research
assistants, participating in the psychological labs as the course was too theoretical. They also suggested undertaking practical exercises like simulations of relationship between the students and the client in counselling psychology class and finally being able to go on related field trips and making internships mandatory.

Allowing concentration/specialization tracks in the program would help to guide some of them in the paths to take. Concentration tracks would tackle the challenge they highlighted of shallow coverage of psychology courses. Taking these courses would allow one to take their path of interest and cover it in depth. This would help them focus and guide them areas of specialization in graduate school. They were represented by 16 (32.5%) students.

Engaging the students in psychologically oriented career advice was highlighted by 5 (10%) as an opportunity to reduce the ambiguity and confusion when one finishes their degree program. They would in turn be able to integrate the knowledge they have acquired and make use of available opportunities.

There were concerns about the repetition of courses offered. It was suggested that more psychology courses should be made available. Experimental Psychology and statistics was mentioned by many of the respondents. The same attention should be given to other courses in the program. Lastly 2 (5%) people did not make any recommendations.

4.6.2 Recommendations from the Alumni

The alumni also had recommendations to make about the program. The majority endorsed that the department should make option of taking concentration/specialization tracks available, this response was given by 12 respondents (36.5%). They also pointed out to the unavailability of opportunities to engage with the program on a practical level, 11 (33.3%) of the respondents expressed these concerns.
Others proposed that the psychological content should be covered at a much deeper level, this response came from 3 (10 %). The department should offer career advice was recommended by 3 (10%) and finally one person did not respond. Figure 9 summarizes these results highlighted in the above narration.

![Figure 9: Recommendations made by senior and alumni on the BA Psychology degree program](image)

4.7 Chapter Summary

The chapter discussed the quantitative results of the analysis that was carried out from the data collected from the questionnaires. The analysis compared the results between the senior year students and the alumni group. The analysis was carried out by the help of SPSS (version 22) package. Figures and tables were used to summarize the data.
The results of the seniors and alumni had no significant differences in the variables that were studied. The results showed that the senior and alumni on overall were satisfied with the program, they are satisfied with the curriculum design and content. Despite presence of some deficits in the program, recommendations were made that would improve the program if implemented.
CHAPTER 5
DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents the discussion on the findings that were previously analyzed. The study investigated the satisfaction of the seniors and the alumni of the Psychology program with the BA Psychology program offered at the United States International University-Africa. The chapter discusses the findings in accordance with each specific objective, and then makes conclusions based on the discussion. Lastly, recommendations are provided for further studies.

5.1 Summary of key findings

The main objective of the study was to assess the satisfaction of the seniors and alumni with the BA Psychology program at USIU-A. The specific objectives were to find out the level of satisfaction with the BA Psychology program, to determine satisfaction level with the Psychology curriculum design and content and finally the ways in which the program curriculum and content could be strengthened.

Descriptive survey design was utilized in conducting the study. The population of the study consisted of 83 individuals. The research used purposive sampling to get the respondents in the senior classes whereas google forms were used to get information from the alumni group.

Majority of the respondents were female, with a significant number of alumni working in careers related to Psychology. A few of them had continued with Psychology into graduate school and the majority had plans to start their Masters or Doctorate programs. The study found out that, the program produced students who were generally satisfied with the BA Psychology degree program. They were satisfied that the course
content was relevant, they had a choice of choosing courses from a variety of options and they felt that the courses being offered were appropriate.

Although many of the respondents were satisfied with the adequate career advice, they also made notable recommendations for improvements. Career advice specifically geared towards Psychology would be helpful in providing guidance. Organizing events to showcase successful psychologists was also suggested.

The department in all its ability has tried to ensure that the students have the core and elective units that are needed for the degree program which is a positive move. The lack of options for taking concentration tracks was however, seen as a major shortfall of the program. The respondents argued that taking concentration tracks would have facilitated them in choosing courses to do in graduate school and to be able to focus on their areas of interest instead of doing different general psychology courses that increased their sense of ambiguity and the lack of direction.

The respondents’ encouraged practical engagement within the department. Internships were not mandatory in the program yet they played an integral role in exposing the students to actual psychological work. This caused them to be less prepared to take up roles at the workplace as they were not adequately prepared for the real world.

Despite these challenges highlighted, the respondents’ were overally satisfied with the Psychology program offered at the United States International University-Africa.
5.2 Discussion

5.2.1 Objective 1: Satisfaction with the B.A Psychology degree program.

The seniors and alumni respondents were asked to rate their overall satisfaction level with the BA Psychology program. Both groups reported high levels of satisfaction with the program but the alumni reported higher levels of satisfaction. The seniors reported higher levels of dissatisfaction compared to the alumni who reported on the same. In past studies done to find out satisfaction with the overall program, the quality of academic programs had been a big contributor to satisfaction. Of concern, was the high levels of dissatisfaction with academic advising and career counseling (Brown et al., 1998).

Studies showed that the responses one gives depends on the goals they had. Students who had clear goals focused more on the outcomes like preparation for the job market and the benefits they had accrued from partaking in the program. On the other hand, students who didn’t have clear goals linked their satisfaction to the actual process of education and the environment. (Shreiner & Nelson, 2013.). The respondents in the study had high satisfaction rates on the program. This is positive because satisfaction has been linked to academic performance and interest to further education in a particular field (Graimke & Woosley, 2005) which in turn increases the engagement in the program and subsequent satisfaction with it (Roberts & Styron, 2010).

Shreiner and Nelson (2013) in their assessment of student satisfaction and retention found that their satisfaction accounted for 35% of the variance in student’s intentions to enroll again in the program the following year. It also predicted retention one year later. Satisfied students were more likely to recommend their degree programs and this in turn would lead to sustainable recruitment (Clemes, Gan, Kao, 2007).
The respondents reported being satisfied with career advice that had been offered but the gap between satisfaction and dissatisfaction was narrow. The career advice may have been mentioned perhaps by the lecturers in passing but there had not been any deliberate efforts to plan career advice tailored only to the Psychology students. Career advising symbolized organized and structured attempts from the faculty to have sustained interaction with students (Roberts & Styron, 2010). It is through advising that faculty could assist the students to make decisions and plan actions they can take to achieve their careers and academic goals. The students are also prepared to tackle challenges in graduate school and in employment. They get motivated thus increasing their satisfaction with the Psychology major they are undertaking (Komarranju, Swanson & Nadler, 2014).

Therefore, career advice in Psychology is important since information on career paths and options are not as clear compared to other fields (Peterson et al., 2014). If we were to compare an accounting major and the Psychology major, the latter has a clearer career path. The accountant could get employment with their first degree unlike the psychology students who have to do a Masters degree to be regarded as a professional. When these career uncertainties were addressed, satisfaction increased (Roscoe & Strapp, 2009) and the students were prepared for the career path they had taken.

The study also revealed that although they were satisfied that the course content was relevant, the seniors and the alumni desired that there was more Psychology content instead of content from other departments like criminal justice or the general subjects. They criticized that focusing on Psychology purely during their fourth year made them feel incompetent and unprepared to deal with Psychology work after school. Electives were few, the ones being offered were randomly chosen by the department and some of the courses were removed from the syllabus without the students being informed.
When the students were satisfied (Shreiner & Nelson, 2013) the advantages that accompany student satisfaction in a program were generalized to the entire institution. This in turn would lead to greater success for the students, increased recruitment and retaining the best students in the program and university at large.

5.2.2 Objective 2: The satisfaction of the students with the design and content of the BA Psychology degree curriculum.

The undergraduate Psychology curriculum reflects and shapes the discipline; it is one of the benchmarks used for assessment of the curriculum (Dunn et al., 2007). The APA guideline (2007) emphasizes the importance of the Psychology curriculum in producing quality Psychology students; this was further echoed by Stollof et al. (2010).

In examining the satisfaction with the curriculum and content of the BA Psychology, on overall students were satisfied with the curriculum. Seniors and alumni were satisfied that the required courses were available for their majors. The availability of content was a good predictor of the satisfaction of students (Tessema, Ready & Yu, 2012). The respondents also noted that the courses were relevant, the courses offered were appropriate and they had choices in the courses that had been offered. In turn, they were able to enjoy their classes and become interested to find out more about the subject of interest.

Many respondents however, complained the courses offered were too theoretical. The students were concerned with having no experience of attending laboratory sessions yet Psychology was a Science. In a typical introductory Psychology class, the students may be required to attend lab classes but in reality, this doesn’t happen (Norcross et al., 2014). On the contrary, preliminary classes in other scientific subjects like Chemistry and Biology have 2 lessons of introductory classes and lab activity wherein Psychology there are almost no they lab classes. How then can psychology claim to be an equivalent
science to these STEM subjects yet they don’t encourage experiential learning? Attending laboratory classes encourages a deeper comprehension of the subject being discussed.

Some of the alumni deemed themselves as incompetent and unable to tackling issues in the real world as they felt unexposed to the field. The seniors questioned the tradition of not having mandatory internships and yet it was a great opportunity to get hands-on experience. Their concerns on unavailability of practical experiences in Psychology can be supported by Strapp and Farr (2010), who on investigating the relationship between participating in Psychology related activities, satisfaction and academic attainment among senior year students undertaking Psychology in West Oregon University found that students were more satisfied and achieved more academically when there was a practical aspect in their work. Bowman and Waite (2003) also agreed that Psychology students who volunteered to participate in research activities were more satisfied with the Program and they were able to have a better comprehension of the subject r (521) =0.5, p<0.01).

The lack of practical experience in Psychology departments was not a unique problem to this study; many different universities were grappling with the same concerns. Norcross et al. (2017) explains that if Psychology was to equate itself to other sciences like biology, then more lab activity was required. In gathering national data on the undergraduate curricula and program outcomes, they found that 62% of all programs from the 436 universities (offering associate and baccalaureate Psychology program) that participated, were not offering experimental classes that required the students to engage in lab activity.

On the matter of concentration tracks or specialization tracks however, many of the participants were not very satisfied. The culture of talking concentration tracks is
very popular in the American universities. Norcross and his team (2017) found that out of 436 universities that completed their survey, 33% of the universities were offering concentration tracks. Neuroscience and clinical/counselling psychology were the most chosen tracks followed by industrial, gerontology, business and other options. In our study, majority of the students were interested in industrial psychology followed by clinical, counselling psychology and others. The alumni emphasized that taking concentration tracks would have helped them to focus on their areas of interest and would have guided them on what to pursue in graduate school. Stollof et al. (2012) agreed that when the students have options in doing what they are most interested in, they enjoyed their classes more. Concentration tracks offer a glimpse into the world of graduate school and hence they have a better idea of what to pursue. They present an opportunity to do mostly relevant courses thus eliminating the ambiguity of doing Psychology courses in a general manner and finally they are prepared them for their future careers (Messer, Griggs & Jackson, 1999). There is an acquisition of a broader set of skills and knowledge that increases their satisfaction with the course (Tessema, Ready & Yu, 2012). Being able to offer concentration tracks attests to Psychology ability to appeal to diverse students and depict an evolving specialization in the psychology faculty (Norcross et al., 2014).

5.2.3 Objective 3: In what ways can the BA Psychology degree program at the USIU-A be strengthened?

Psychology has come a long way and despite the challenges it has faced. The solutions of the challenges present opportunities for growth. The respondents discussed on the department creating more opportunities for experiential learning like field trips, internships and field placements i.e. practical work. In determining characteristics of successful Psychology programs (Stollof et al., 2012) found that there was a significant correlation between the students who had experiential learning and admissions into
graduate schools. It is not only having laboratories in the institution but the actual participation of students in the laboratories. Furthermore, Stollof et al. (2012) found that 80% of the students who proceeded to graduate school had participated in either field trips, internships, field placements and research work compared to students who came from universities that had minimal practical activity. This hypothesis resonates with this study considering in the alumni group, only 12.1% had completed their master’s program in Psychology. This group highlighted the lack of research opportunities, internships and field trips as an impediment to their satisfaction with the program.

There was also concern with inadequate coverage of Psychological content which was tackled mostly in the senior year. The respondents gave different suggestions: With different Psychology programs available, one possible option would be for students to take general Psychology units in their freshman and sophomore years. In their junior or senior year they could choose specialization tracks. Some criticized how they were made to do electives from the criminal justice department instead of focusing on Psychology units which were not being covered adequately.

Olufunke (2015) in quoting work done by Oldfield and Baron (2000) postulated that perceptions of quality of service in higher institutions of learning change, as the students get more experienced in the system in turn they become more critical. This study disputes this hypothesis because in many instances the alumni group seemed to be more satisfied with the program and the curriculum design and content compared to the seniors. As they left the university they became less critical of the university.

5.3 Conclusions

The study brought out the strengths and areas of improvements in the BA Psychology program offered. From the results collected, interpretations were made on the qualitative and quantitative analysis, the following conclusions were drawn:
1. Students were interested in pursuing further education in Psychology unlike previously assumed that Psychology had limited options.

2. Students facing challenges in the course needed advice on the options available. They were unprepared for the job market; they were under pressure to abandon Psychology and join other fields. This was intensified by the confusion over what to do with the BA Psychology program after leaving the university and poor job prospects in the future.

3. Students were interested in having specialization or concentration options in Psychology as it is found in other renowned universities. They mentioned repetition of courses as one of their main concerns which could be tackled by the lecturers. The information could be presented in such a way they can appreciate the scaffolding of concepts and not assume that aspects are being repeated without a reason.

4. Students had desire to engage in practical work, research, field trips and internships.

5. Adequate coverage of the Psychology curriculum throughout the four years was key in producing satisfied students.

6. Concentration/specialization tracks could be offered for students who are interested in having a deeper focus into their areas of interest in Psychology.
5.4 Recommendations

The study provided several recommendations and improvements the department could implement:

5.4.1 Suggestions for improvements.

1. The department could engage more with the students. They could give more advice about the field of Psychology, more on specializations, careers available and the steps one could take to be successful in this field.

2. Students deserve a vibrant Psychology department and faculty, ready to share knowledge and stimulate students for further learning.

3. The faculty could arrange lectures/talks from successful psychologists or alumni to offer students a sense of direction and witness what their predecessors are doing in the field of Psychology.

4. The department could structure the courses to be more practical.

5. Students could be allowed to apply the knowledge in the research lab to make them feel part of the program.

6. The Department should be arranging field trips, organizations or institutions dealing directly with Psychology. This will be helpful for students to get to see Psychology being applied in real world and to observe how relevant their skill/knowledge are in the job market.

7. Concentration tracks could be introduced into the department.

8. Although students taking units from different departments may be helpful, it is also important for them to do what interests them as this will assure good performance and reduce attrition from the Psychology department and the field as a whole.
9. The department of Psychology could find ways to encourage interest in graduate programs being offered.

5.4.2 Suggestions for future research.

This study brought out many challenges that could be great areas for further research. Majority of the alumni were yet to join graduate school, research would help to find out why this is so. Also, if there were any experiences that may have influenced their decision to join or not to join graduate school particularly in the Psychology department. Secondly, conducting a comparative study between the satisfaction of the BA Psychology program offered in the private universities in Kenya and the public universities could offer an opportunity to find out the challenges they face and the lessons can be replicated in other institutions to ensure best practices are maintained.

5.5 Chapter Summary

The study aimed to examine the satisfaction of students with the B.A Psychology program but focusing more on the curriculum design and content. The students were on overall satisfied with the psychology program that was being offered in the United States International University. They were satisfied that the courses offered were relevant to them. They were also satisfied with the curriculum design and content. They made recommendations to increase more psychology content, increase practical work-mandatory internships and laboratory work. The students also suggested making changing the curriculum to include concentration tracks especially Industrial Psychology. There were proposals for increased participation and guidance from the department on career choices. The study revealed the importance of satisfaction with the program and its relation to the retention in the program and the University as a whole. In conclusion, the program has been able to achieve its goals of producing students who are satisfied with the program but improvements are much welcomed.
REFERENCES


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UNAIDS Annual Report: Knowing your epidemic © Joint United Nations Program
APPENDIX A:

Participant Consent Form

Satisfaction with the BA Psychology degree program: An Inquiry with Seniors and Alumni

My name is Jane Corazon Okinyo, Mobile number: 0723380283 and I am a graduate student pursuing a Master of Arts in Clinical Psychology at United States International University (USIU-AFRICA). As a part of my graduation requirements I am to complete a research thesis. My thesis supervisor is Dr. Carol J. Watson, Assistant Professor of Psychology at USIU-Africa and she can be reached through email cwatson@usiu.ac.ke.

In case of any questions or comments please contact me or my thesis supervisor.

The study aims to identify student satisfaction with the BA Psychology degree program. Your participation will be highly appreciated. Your identity and information will be kept confidential. You are free to decline to participate or withdraw at any point where you do not feel comfortable. The information may help in identifying areas of improvement for the BA Psychology degree program at USIU-A. Furthermore, your participation could be very helpful for the Psychology administration at USIU-A to understand student and alumni perceptions and recommendations for the BA Psychology degree. Upon your written consent to participate in this research below, the researcher will give you a questionnaire that has 4 parts and should take about 20 minutes of your time to complete. Please remain seated until all the questionnaires have been completed and collected. The researcher will want to speak with the group and give you a debrief form before you leave the room. Thank you for your participation.

My consent to participate:

“I understand my participation is voluntary and I am free to withdraw my participation at any time during the study without any consequence.

<table>
<thead>
<tr>
<th>Signature of student</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of witness:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jane Corazon Okinyo          Participant Number _________________
M.A. Clinical Psychology Student
Thesis Researcher
USIU-AFRICA
APPENDIX B:
Debrief Form

Thank you for taking time to participate in this research study. The study aims to determine how the student satisfaction with the BA Psychology degree program. The information from this study may help in identifying areas of improvement for the BA Psychology degree program at USIU-A. Furthermore, your participation could be very helpful for the Psychology administration at USIU-A to understand student and alumni perceptions and recommendations for the BA Psychology degree.

In the event you experienced any distressful reactions or concerns regarding the questions presented to you in this study, you may wish to seek counseling for support. A list of counseling referrals is being provided to you, for your reference if you wish to visit.

1. The USIU-A counseling center on campus at Kasarani, Nairobi
2. Nuru Counseling center at Daystar University (Valley road campus)
3. Amani Counseling center

If you have questions regarding the research, you may contact on tell: 0723 380283 or email: corazonokinyo@gmail.com

Once again thank you for your participation.

Sincerely,

Jane Corazon Okinyo
M.A. Clinical Psychology Student
Thesis Researcher
USIU-A
APPENDIX C:
Questionnaire
SATISFACTION WITH THE BA PSYCHOLOGY DEGREE AT USIU-AFRICA: An Inquiry with the Seniors year students

(Instructions: Please tick/circle in the check box where applicable/ represents your status)

1. What is your gender? Male ☐ Female ☐
2. What is your age bracket? 18 – 20 ☐ 20 - 23 ☐ 24 - 26 ☐ 27 - 30 ☐ 30 & above ☐
3. Which year did you start you BA Psychology degree? .............................................
4. If you are employed, is your work related to Psychology?
   Yes, I am employed and my work is related to Psychology ☐
   Yes, I am employed but my work is not related to Psychology ☐
   I am not working at the moment ☐
5. A) Are you planning to enrol in a M.A OR MSc Psychology degree?
   Yes ☐ No ☐
   B) In the above answer what will be your specialization in Psychology if any?.........................
6. A) Are you planning to enrol in a Psy.D or P.H.D Degree in Psychology in the future?
   Yes ☐ No ☐
   B) If your answer is yes what will be your specialization in Psychology if any.........................
7. A) Please explain how the B.A Psychology degree has been helpful to you either at work or personally.
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
       .........
   B) Please explain how the B.A Psychology has NOT been helpful to you either at work or personally.
       ........................................................................................................................................
       ........................................................................................................................................
       ........................................................................................................................................
8. Overall do you feel satisfied with the quality of the BA Psychology Degree Program?
   - Very Dissatisfied
   - Somewhat dissatisfied
   - Satisfied
   - Somewhat satisfied
   - Very Satisfied

9. Please choose the answer that best represents your satisfaction with the BA Psychology degree at USIU-A.

<table>
<thead>
<tr>
<th>Satisfaction with B.A Psychology Degree</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course intellectual stimulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Stimulation for additional learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Clear requirements for the major</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Career opportunities are clear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Career advice is given</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Variety of courses offered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Courses offered are interesting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

10. Please choose the answer that best represents your satisfaction with the BA Psychology degree at USIU-A:

<table>
<thead>
<tr>
<th>Curriculum design and content</th>
<th>Very Dissatisfied</th>
<th>Somewhat Dissatisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of course content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Choice of courses offered</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Option of choosing a concentration track /specialization was not available</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Required courses were available for my major</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The courses offered were appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
11. Some universities offer concentration areas or specialization tracks when the students decide to major in Psychology. These tracks offer the student sub specialization within the major.

<table>
<thead>
<tr>
<th>Concentration Tracks</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you were given the chance, would you be interested in taking concentration tracks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Choosing the concentration tracks would have helped me focus in my area of interest in Psychology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I would rather the department chose the options for me or I took random courses</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I feel taking concentration courses would have guided me in deciding area of specialization in graduate school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Taking concentration tracks will not help me as I am not continuing with Psychology after graduation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

12. If you had option of choosing concentration tracks which sub specialty of Psychology would you be interested in:

- Clinical Psychology
- Counselling Psychology
- Industrial/organizational Psychology
- Cognitive Psychology
- Child /developmental Psychology
- Other: ..................................................................................................................

13. Describe any deficits in the curriculum design or content regarding the BA Psychology degree program that you experienced.

..........................................................................................................................................
..........................................................................................................................................
..........................................................................................................................................
..........................................................................................................................................

14. What are your recommendations regarding how the BA Psychology degree curriculum design or content could be improved?

..........................................................................................................................................
..........................................................................................................................................
..........................................................................................................................................
..........................................................................................................................................

............
APPENDIX D

Introduction letter from Office of Institutional Research

28th June, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH STUDIES BY JANE CORAZON OKINYO ID: 644262

This is to confirm that the above named is a student at the United States International University (USIU) - Africa undertaking a research project titled: “BA psychology degree satisfaction at USIU – Africa: an inquiry with seniors and alumni students”

As the office in charge of research projects, I would appreciate it if you could accord her the assistance required to complete the project. The feedback collected shall be confidential and only be used for the project (no identifying information will be used in the report).

Feel free to let me know should you need any clarifications.

Sincerely,

Francis W. Wambalaba, Ph.D., AICP
Associate Deputy Vice Chancellor Academics: Research
United States International University
P.O. Box 14634, Nairobi, Kenya, 00800
fwambalaba@usiuc.ac.ke
P.H. + 254 730 116 442
APPENDIX E

Institution Review Board approval letter

6th July 2016
USIU-A/IRB/16/804

Jane Corazon Okinyo
M.A Clinical Psychology Student
Email: corazonokinyo@gmail.com

IRB-RESEARCH APPROVAL.

The USIU-A IRB has reviewed and granted ethical approval for the research proposal titled ‘BA psychology degree satisfaction at USIU – Africa: an inquiry with seniors and alumni students. The approval is for six months from the date of IRB. Please submit a completed copy of the study to the IRB office, soft copy is acceptable.

You are advised to follow the approved methodology and report to the IRB any serious, unexpected and related adverse events and potential unanticipated problems involving risks to subjects or others.

Should you or study participants have any queries regarding IRB’s consideration of this project, please contact irb@usiu.ac.ke.

Dr. Carol J. Watson,
Chair | IRB | USIU-Africa
cwatson@usiu.ac.ke
Office 20.3606.303
Cell +254 70101 7099

CC: Research Office