Original Article

Delivery of Non-Academic Student Support Services by Staff at Kyambogo University

Agnes Nakimuli[1]*

[1] Makerere University, P. O. Box 7062, Kampala, Uganda.

[*] Author for Correspondence ORCID ID: https://orcid.org/0009-0006-0670-1192; Email: agnakimuli2@gmail.com

ABSTRACT

Non-academic student support services significantly contribute to supporting and enhancing students' academic, social and welfare experiences, thereby supporting their subsequent success in higher education. Students' activities at the university go beyond the lecture room setting since they spend 70% of their time out of the lecture room. Hence, higher education institutions should promote what happens outside of the lecture room in order to enhance positive behaviour amongst students, which will contribute to responsible citizenship in the nation. Staff in student affairs departments are key in assisting students in their experiences outside the classroom. However, as a result of changes in higher education, the roles of these staff have become broad, complex, non-specific, dynamic, and comprehensive yet there is declining funding and staffing. Hence, an understanding of how they deliver the services is vital to the effectiveness of the institution. Higher education institutions endeavour to provide the services, but the ways the services are delivered continue to be overlooked and hence not well understood. This study presents one of the latest findings of a recent study done in Uganda on the delivery of non-academic student support services by staff at Kyambogo University. The study aimed at exploring how the staff deliver non-academic student support services at Kyambogo University. It employed a qualitative approach that involved 11 staff purposively selected from the units that deliver non-academic student support services. The findings revealed three key aspects in the delivery of the services by staff; policy guidelines, management roles and capacity building. The staff made use of both internal and external policies and guidelines and carried out training for both staff and students. This study also revealed that the effective delivery of the services was hindered by inadequate funding, which affects other services like staffing and facilities. Staff revealed that in order to navigate the challenges, they worked with other departments in the university and student leaders. I therefore, recommend that the management of Kyambogo University ensures that the delivery of the services is clearly understood by all stakeholders; this will help in its improvement. Further, policies should not only be formulated but also be well implemented, and find alternative sources of funding like engaging in public-private partnerships and outsourcing services like halls of residence in order to improve funding in the university. In addition, it is essential

that staff receive adequate training and support to effectively deliver non-academic student support services.

INTRODUCTION

The function of non-academic student support services has evolved over time into a practical approach within the higher education system to respond to society's changing needs by addressing students' experiences outside the classroom (Abdulazeez et al., 2018). Literature indicates that students' success is more likely when institutions recognise the essential value of staff contributions within the student life cycle (Roberts, 2018). Higher education institutions are mandated to provide a holistic view of student development that creates learning opportunities both inside and outside the classroom (Pritchard & McChesney, 2018). Fulfilment of this mandate is reliant on staff who are critical in delivering this holistic education to the students within higher education. The services are crucial because they enhance students' life and experiences to facilitate holistic and well-rounded student development (Aquino & Cabrera, 2020). According to Ejeh et al. (2016) and Yinka (2017), poor delivery and management of these services affect student life on campus since their challenges, like mental illness, suicidal ideations, and changes in lifestyles, will not be efficiently handled.

Kyambogo University has struggled to mainstream non-academic student support services by availing units that cater for these services, including; places of worship, disability support centre, guidance and counselling, residence life, sports, and catering services. Policies have been put in place to streamline and regulate the delivery of the services like sports and disability policies. Despite these efforts, the university has not gone further and beyond policies to explore how the services are delivered by staff to students. This strategy could be helpful in the improvement of the services if the university could react and build on the issues arising from this study. The ever-expanding, continuous and dynamic landscape of higher education and the increasing challenges in the delivery of non-academic student support services by staff make it necessary and important to explore how staff deliver the services (Seifert et al., 2022). This study aims to explore how staff deliver the services to the students and hence provide insights into issues arising out of the delivery of the services from staff experiences. Further, the study is expected to highlight to university management the importance of understanding how staff deliver the services, what they experience and how they navigate through the complexities to successfully assist the students. This understanding of the delivery of the services will probably contribute to the improvement of the delivery of the services.

Research Question

The study was guided by the following main research question. How do the staff deliver non-academic student support services at Kyambogo University?

Problem Statement

Although the staff at Kyambogo University play a vital role in the delivery of non-academic student support services that enhances student experiences in the university, this is largely hindered by the fact that their roles are broad, expanding, borderless, diverse, complex, and dynamic (Naifeh, 2019). This pauses a great question of how they deliver the services amidst all these challenges. According to Nsereko (2017), this is caused by upcoming trends, such as technology, financial problems, academic pressures, poor family relations, poor accommodation, mental illness issues, drug use, and suicidal ideations. The delivery of the services by staff, if not well understood, will not be appreciated and consequently will affect students' retention and experiences and, subsequently university's achievement of objectives and vision. It is against this background that this study was carried out to explore and understand how staff deliver services amidst these competing pressures.

RELATED LITERATURE

Theoretical Review

The study was guided by the sense-making theory, which was propounded by Karl Weick (1969). Sense-making responds to complexity, uncertainty, ambiguity, or chaos. The theory is against theories of pattern and order given the changes in the environment. Weick applied this idea to understand the erratic organising typical of educational institutions and later to grasp the occurrence of disasters in high-reliability organisations, which tend towards tight coupling. The theory addresses the needs of the field of management, and the ideas of this theory are continuously relevant in the face of changing reality and academic approaches. Weick is attentive to all new events incorporating them into his theory and adapting his theories accordingly.

Sense-making is a process by which people give meaning to their collective experiences (Ganon-Shilon & Schechter, 2016). The theory assumes that sense-making begins when people are faced with events that are surprising, confusing, or in contrast with the normal situation (Ganon-Shilon and Schechter, 2016). They hence, enter cycles of organising in which they interactively take action and the outcome of their interactions is interpreted to retrospectively make sense of their environment. The sense which is made is retained in their minds in the form of cognitive cause maps indicating what is crucial for carrying out their tasks and how they are interconnected. Sense-making occurs because organisational experiences are constantly changing, and so organisational members must make sense of their environment in order to modify fittingly to the changing environment (Kramer, 2017). When sense-making is applied in organisations, it results in the creation of new experiences because it influences action. These new meanings strengthen new ways of organising and understanding. These are produced when individuals engage with others while struggling with complex problems. Triggering events that produce negative emotions like anxiety and sadness are more likely to energise our search for meaning, and yet feelings of joy or pleasure suggest that no such effort is required. Sense-making is therefore triggered by an event whose meaning is uncertain or ambiguous or when there is a gap between expectation and experience.

Weick postulated seven characteristics/properties of sense-making, and a reflection on these properties helps us to make sense of our experiences and evaluate the impact they had on us and what makes this experience have this particular impact (Kudesia, 2017). The properties include; identity and identification, that is, what people think and what they are in their context shapes, what they enact, and how they interpret events. Retrospection is when people's past experiences help them to derive meaning from the present experiences. We continually look back at

our experiences to make sense of what took place and then in the context of what we know and perceive now. Enactment; people enact the environments they face in dialogues and narratives. Sense-making is a social activity because what one person does is dependent on others. Sense-making is ongoing and it never starts because it never stops. Extraction of cues; people extract cues from the context to help them to decide on what information is relevant and what explanations are acceptable. Plausibility is preferred to accuracy because the world is not static; filtering, speed and enhancement often outweigh accuracy. Accuracy is not of much practical help in this equivocal postmodern world, mixed with conflicting interests and multiple shifting identities. According to Weick, people do not need to perceive the current situation or problems accurately to solve them, but they can effectively simply by making sense of circumstances in ways that appear to move towards the general long-term goals. Plausibility applies in changing situations more than accuracy.

Despite its positive contribution, it was criticised for confining to interrupted episodes that need to be restored and for enabling retrospective sense-making at the expense of prospective sense-making (Sandberg & Tsoukas, 2015). The many properties are difficult to go by in a normal way; they are just rough guidelines (Parry, 2003). Nonetheless, sense-making theory is a key leadership capability for the dynamic world we live in today as it allows administrators a better grip on what is going on in their environment (Ganon-Shillon & Schecter, 2016).

The study intended to extend the existing knowledge on the delivery of non-academic student support services with reference to the sense-making theory. Higher education institutions, as well as non-academic student support services, are not static, therefore situated in the ever-changing reality; hence, it is the role of the institution and staff to navigate complexities and uncertainties by use of the sense-making processes and properties. Sense-making is a useful theoretical construct because it offers individuals to understand how and why people

arrive at their outcomes. The properties are a good guide to the delivery of services amidst complexities, changing situations and uncertainties in higher education institutions. It allows managers and staff a better clasp of what is going on in their environment.

Empirical Review

Delivery of Non-Academic Student Support Services in Higher Education Institutions

In the delivery of the services, staff undertake complex, diverse, comprehensive and multifaceted activities (Naifeh, 2019; Ryttberg & Geschwind, 2017) that are a result of the changing and expanding nature of higher education, financial problems and academic pressures (Dungy, 2018; Nsereko, 2017). According to (Graham & Regan 2016), given the vital role of the staff, an understanding of how they deliver the services and their contributions to the university is vital to the effectiveness of the institution. There was general agreement in the literature that non-academic student support services are vital in supporting students and enhancing their educational experience throughout their stay at the university (Aquino & Cabrera, 2020; Crabtree et al., 2021; Evangelista, 2021). Several studies have been carried out on non-academic student support services and staff who deliver the services; however, they focused on the contribution of staff to student outcomes, roles and success factors for the staff, evaluation of student services and satisfaction of students to the services (Graham & Regan, 2016, Ryttberg & Geschwind, 2017). Further, most of these studies focused on European countries like the United Kingdom, Sweden, the Philippines, Nigeria, and South Africa, probably with the intention of improving service delivery. However, this study focused on how staff deliver the services, and it was carried out in Uganda, specifically at Kyambogo University.

Muller et al. (2018) assert that service delivery in different contexts is guided by some framework, with developed countries having professional organisations that establish guidelines for

individuals as well as campus-based programs. Similarly, Gregory (2015) affirms that the legal setting in any country has an impact on student affairs in higher education; for instance, issues of risk management, safety and security in universities are all impacted by law in the United States of America. Ludeman & Schreiber (2020) correspondingly assert that, despite the differences in structures of government in the world, higher education and student affairs are governed at the national level by the Ministry of Education in most cases. In Nigeria and the Philippines, there are national policies on education that demand services that are beyond the classroom instruction of national value (Onuma & Ada, 2016; Sison, 2019). These policies were established to regulate the management of student affairs activities. However, in Uganda, the Universities and Other Tertiary Institutions Act 2003 briefly guides students' affairs by guiding student composition in various university committees. There are no specific and detailed national regulations guiding the delivery of non-academic student support services.

Management roles are crucial for the efficiency and effectiveness of organisations, and these include; recording, reporting, coordinating, and, most important, supervision. Supervision is an essential part of the operations of a division of student affairs, and to deliver the services efficiently, it is important to supervise staff on a daily basis in order to achieve effectiveness (Pace et al., 2019). Supervision increases the internal effectiveness of the organisation (Dler & Tawfeq, 2021). Other supervisory roles, like motivation, employee development, and career management, need to be consistently emphasised by university management to ensure workforce development and readiness to cope with technological developments (Adejare et al., 2020). Hanaysha and Tahir (2016) and Rosales (2016) assert that organisations perform their work through social processes and interpersonal connections; therefore, connections are key elements in the accomplishment of work. Hence, Rosales (2016) urges that since positive relations at the workplace

are vital for both employees and organisations, organisations should often try to improve working relationships. Despite the crucial role of teamwork, authors caution that its absence can lead to undesirable outcomes such as poor performance, failure to accomplish given tasks on time, and conflicts among staff and so teamwork is necessary for improving performance (Hanaysha & Tahir, 207; Rosales, 2016). Travaglione et al. (2017) guide that management support should not be all about providing skills, training, job opportunities and fair pay but also about building a culture of trust and a safe psychological environment that motivates individuals and ensures their involvement and commitment.

In line with supervision, training, a vital aspect, is becoming a crucial success element for organisations (Hanaysha & Tahir, 2016). Training programmes are designed to further the learning of the employees and to improve their output, skills and behaviours or to assist them in correcting any shortcomings to perform well at the workplace (Alias, 2017; Hanaysha & Tahir, 2016). However, the authors argue that though training is vital in organisations, most public organisations, especially tertiary institutions, do not officially carry out induction training for new employees of non-academic student support services. In line with the above authors, Adejare (2020); Bassey et al. (2019) assert that training has been neglected and ignored, and since staff receive no training, most of them have been struggling to keep up with changing work conditions as a result of technical innovations. Due to the dynamically changing environment of higher education, with technology setting a new standard for job delivery and operational efficiency, (Adejare, 2020; Dialoke, 2017) recognise the need for organisations to constantly train and retain their in order to be abreast of technological advancement and its mode of getting work done in organisations. They further guide that staff training should be designed based on the needs of the job and not on an opportunity to extort the training budget out of the university account for personal benefit.

However, there was a lack of training among the student services staff and many of them, especially in developing countries, are not specialists in handling student affairs because they have poor knowledge and low competence in student affairs administration (Omonijo et al., 2016; Yakaboski & Birnbaum, 2013). Their numbers are also still inadequate compared to the number of students they have to serve. They further reported that some deans had less knowledge or experience because they were appointed when they were under-prepared for senior student affairs positions. In concurrence, in a study by Jacob et al. (2021) on student affairs units in Nigerian universities, there was a lack of regular internal and external training. They asserted that training is paramount because knowledge of today is only sufficient for today. The authors decried that many student affairs staff have not been given training opportunities, and many are not exposed to capacity development programs.

METHODOLOGY

The study was carried out at Kyambogo University amongst the staff who delivered non-academic student support services between 2021 and 2022. This qualitative study employed a single case study design to enable a deeper understanding of the delivery of non-academic student support services. A purposive sampling technique was used to obtain 11 participants drawn from the various units offering non-academic student support services in Kyambogo University, which included; halls of residence/catering, places of worship, guidance and counselling, games and sports, legal unit, security, medical centre and international office. This study was conducted by use of semi-structured interviews because they enable verbal interaction with the participants and can give information beyond words. The document reviews helped to triangulate data from semi-structured interviews. Data were thematically analysed. The data were categorised as per the objectives, forming codes, then sub-themes and finally themes. The themes that included; policy guidelines, management roles, and capacity

building later formed the findings or results that answered the research question. The study's limitation was that findings concentrated on staff experiences at the main campus, leaving out those at the learning centres, yet they are also part of the population of Kyambogo University. In this study, the researcher took care of the ethical consideration by using a consent form where participants consented to the terms therein, such as; being recorded, confidentiality, and freedom to answer or not answer questions they were not comfortable with and a right to withdraw at any time without any penalty.

FINDINGS

This study focused on the delivery of non-academic student support services by staff at Kyambogo University and revealed three key findings; policy guidelines, management roles, and capacity building.

Policy and Guidelines

It was revealed that as staff delivered the services, they had to use both internal and external guidelines in order to be guided and safeguarded in their work. To affirm this, Speck shared that;

> *I am happy that the procedure is clear; for instance, we have the Universities and Other Tertiary Institutions Act, 2003, the National Council for Sports and the Ministry of Education and Sports that provide guidance on how to handle sports. We have guidelines in this university like sports policy that direct us on what and how to do.*

In a similar direction, Medeline explicates the availability of the guidelines as she delivers non-academic student support services to the students;

> *There are some guidelines on health and safety when you are assessing a patient, the first thing you have to know is that the patient is safe in the physical environment. The university has guidelines on health and safety, and there are also rules on infection control in a place where you at least let a patient come in and do not go back with an infection that he did not come with.*

The presence of guidelines in the university was also echoed by Halim in a unit dissimilar to the above when he shared thus;

We have regulations on accommodation which guide us on who to accommodate. When we are accommodating, the regulations emphasise that we accommodate students with special needs. The regulations also guide our students on the dos and don'ts during their stay in the halls of residence like on which time to close the gate, not to cook in the halls and so on.

However, though participants reported the availability of some guidelines, there are participants who expressed fear that in their respective units, there were no policies though they had some guidelines to regulate their activities, including national ones. Coure shared that;

Currently, we do not have guidance and counselling guidelines. But we are actually drafting them. As counsellors, we are guided by the Uganda counselling code of Ethics, which is a body that regulates Counsellors in Uganda. Sometimes, I fear doing my work for fear of being sued and taken to court because I will not be protected by my university due to the absence of legal evidence. So, we need laws that protect us and enable us to do our work well in this office.

Correspondingly participant Plaine also expressed fear due to the lack of policy in his unit though he had some guiding tools;

In the execution of my work, the only tool I have from the university is my appointment letter with a brief job description. We do not have any written down regulations guiding our work in this unit. We are just formulating them and sometimes we are in fear in case one sues us against anything.

The above responses from the participants indicate that guidelines are crucial in their work because they regulate the delivery of the services. The fear expressed by those who lack them and the effort to find alternative guidelines is further an indicator of the critical importance of guidelines in the delivery of services.

Management Roles

Participants also reported that in the delivery of non-academic student support services, they carried out management roles that are critical in effective management and these included; supervision, recording, reporting, coordinating, deployment, monitoring, and teamwork with other units and students. It also included the welfare services that enhanced students' life while at the university. On supervision, Colton reported that;

I supervise my staff on a daily basis and I have to ensure they write daily, end of every month and quarterly reports. I have to follow up to ensure that they have submitted them to the Dean of Students' office for scrutiny.

Similarly, on teamwork as a management role, Sedge shared that;

We must cooperate with other offices; our job is borderless and all departments need security and so we must work with different people. So, cooperation is very important for me in order to do my job well.

Another participant, Halim, emphatically shared these management roles as he delivered the services thus;

We provide accommodation services, and of course, we cannot accommodate students without having meals. We brought in service providers to provide meals but under our supervision. We also provide health services, and we are in touch with the university medical centre at any time of the day and night. I am responsible for the health of students under my care.

From the above responses, it can be concluded that managerial roles are a hinge in the delivery of non-academic student support services at Kyambogo University because they positively increase the internal effectiveness of the

organisation and help administrators to organise and follow their responsibilities appropriately.

Capacity Building

The study findings revealed that in the delivery of the services, the staff carried out capacity building that involved students and staff. Such activities include orientation, induction, creating awareness, workshops, networking, conferences, talks and briefings. Dylan reported on sensitisation that;

> We sensitise academic and non-academic staff on how to deal with the special needs students in this university. In a way, they learn to support them in their respective units during their stay in their different faculties, hence making life easy for them.

Correspondingly, on capacity building, Ivanna shared that when international students report to the university, they are oriented and inducted to fit in the university. She reported that;

> When international students report, we organise a one-week orientation program that runs from Monday to Friday. This is the time we do a university tour and introduce them to vital places like exit and entrance gates, their embassy and how to use public transport means, among others.

In another interaction with participants, Coure emphasised the vital role of training that has assisted them in accomplishing their work.

> We have that networking, fellowships, and conferences, and I would say that it is what has helped counsellors to remain professional. I also came up with the supervision of supervisors, where a senior mentor comes in to assist a fellow counsellor. We have the mentorship initiative to help to orient year one students to fit into the university. We go to halls and hostels to create awareness on counselling and other issues like gender and disability, and we also train and orient new staff in the university.

Though participants echoed carrying out training and sensitisation activities in the university as they carried out their work, a participant, Colton, lamented not getting training as a staff when he carries out his work; he shared thus;

> Truth be told, most of these jobs were advertised; we came in without experience or training then you will learn on the job, which is okay. But as times change like when we have students with disabilities who need unique services in which we are not trained, we face challenges. Staff need training in some critical areas. If there could be some workshops for the staff within the department in different areas, it could boost service delivery.

The above response reflects the importance of capacity building in the university and its impact on staff. It is necessary to get competent personnel to keep up to date in the respective areas and adjust to changes in higher education. It helps to improve staff's knowledge, skills and behaviour and hence perform well at the workplace. However, other staff are not trained. This reflects that the university has not reached all its staff in training; hence, there is a need for training amongst all staff, especially in critical areas. This will help to improve the delivery of the services in the university, hence students' well-being.

DISCUSSION OF FINDINGS

This study established the following key elements in the delivery of non-academic student support services; policy guidelines, management roles, and capacity building. The study revealed that in the delivery of the services, staff use internal and external regulations that help them to understand their responsibilities and what is expected of them and what their expectations are from the supervisor and co-workers. The external regulations did regulatory, advisory, and accountability functions. This study's findings are in line with Muller et al.'s (2018) findings that revealed that all contexts of delivery of services are guided by some framework, like professional organisations. Correspondingly, Gregory (2015)

affirmed that the legal setting in any country has an impact on student affairs in higher education. However, this study also revealed that there are units where such policies lacked and this affected their performance and also forced them to use external ones like the national housing policy and national transport policy.

The use of external guidelines as a result of a lack of internal guidelines is perhaps a pointer to the fact that it is not right to operate without guidelines because this ends in legal fines and undesirable consequences. To this end, Muller et al. (2018) urge organisations that creating policies is not enough but proper implementation; communicating them across the organisation is equally important. There are set national guidelines to regulate the delivery of non-academic student support services, and these are evident in Nigeria and the Philippines (Sison, 2019). Such policies order all higher education institutions to adopt the implementation of standards for student affairs and services programs (Mercado, 2015; Sison, 2019). However, in Uganda, there are yet no clear, detailed and specific national policies or guidelines to regulate non-academic student support services as it is in other contexts. The different institutions, however, have endeavoured to put in place their guidelines. The Universities and Other Tertiary Institutions Act 2003 briefly mentions student affairs when it guides on issues of student representation on the governing council.

This study also found that management roles were vital in the delivery of the services because they helped staff to perfect their work. Participants contributed that they are the hallmark on which their work is run. Institutions cannot succeed without these roles, and if they relax, undesirable outcomes result. Relatedly, Dler and Tawfeq (2021) in support asserted that such administrative roles positively increase the internal effectiveness of the organisation. Similarly, Adejare et al. (2020) urged universities to consistently ensure that these roles are strengthened as they are necessary tools for effectiveness and efficiency in work delivery. Participants noted the crucial role

of teamwork as one of the management roles because it leads to many desirable outcomes like efficiency and social interaction. This is in line with a number of scholars (Hanaysha & Tahir, 2016; Ludeman & Schreiber, 2020) who confirmed that teamwork is an important factor for the smooth functioning of an organisation. Tinuke (2013) avers that though staff in this Division work in specific jobs and belong to specific units, they are unified with other members to accomplish the overall objectives of their work. Participants expressed that you cannot work without other individuals or offices to solve students' issues; in line with this finding, Ludeman and Schreiber (2020) emphasised that there is no single office that can address students' challenges adequately without working with others. However, Agwu (2015) argued that few institutions put in place systematic team-building processes. He hence urged institutions to improve these teams, given the crucial role they play.

This study also revealed that staff took care of student learning outside the classroom, which was vital in their educational journey at the university. Similarly, the literature indicates that though learning is the core function of the university, it extends beyond the classroom, and students spend seventy percent of their time outside the class (Ludeman & Schreiber, 2020; Martin & Pahiwon, 2021; Pansiri & Sinkamba, 2017). To this end, Sengupta (2017) urges higher education institutions not to confine students to only the classroom but beyond.

Participants also revealed that training in various forms was vital for the efficient delivery of the services. Such training included; orientation, presentations, tours, awareness creation, workshops, fellowships, and conferences, which all helped both staff and students to keep informed about what goes on in their areas of work, and this helped work to move on smoothly and efficiently. In concurrence, Adejare et al. (2020; Alias (2017) shared that training programs are becoming a vital success element for organisations; they are intended to further staff learning and improve their output. Such training is an essential determinant of employee effectiveness and

efficiency in organisations. Participants further revealed that training activities were insufficient to serve the purpose. Some attested that despite joining a job unknown to them, no one has ever trained them despite changes in higher education. In line with this finding, Adejare et al. (2020); Dialoke et al. (2017) pointed out that staff training in Universities in Africa had been neglected and ignored, they rarely carry out induction of new employees of the Division, and this greatly affects their performance. They recommend training in order to help the staff to perfect their work.

CONCLUSION

In this study, it is concluded that in the delivery of non-academic student support services at Kyambogo University, all participants were guided by policy guidelines that included both internal and external regulations. The internal regulations included; rules, guidelines, guild constitution, job description, appointment letters, and human resource manual. Well as external regulations include the constitution of the Republic of Uganda 1995, the Ministry of Education, Universities, And Other Tertiary Institutions Act 2003, the Uganda Counselling Code Of Ethics as well as national guidelines on sports, housing, and transport.

The study also concluded that participants delivered non-academic student support services at Kyambogo University through performing management roles such as supervision, delegation, record keeping and reporting to the supervisor on a daily basis, controlling, checking, deploying and working with others. The study further concluded that participants took care of services like accommodation and feeding, safety and security, spirituality, legal affairs, disability affairs, international students' life, and health in their delivery of non-academic student support services, which enhanced student life at Kyambogo University.

This study also concluded that capacity building through training, creating awareness, sensitisation, organising talks to the students and staff, orientation, induction of international students, advising, mentorship, training new staff, supervision of supervisors, networking, organising workshops, fellowships and conferences were done while delivering non-academic student support services, and this improved their performance.

Recommendations

This study recommended that the regulations and policies on non-academic student support services are formulated and well implemented through the students' welfare department. This will help to guide the staff in their work and safeguard the intended populations. Such policies should be utilised and reviewed every given period of time to avoid being overtaken by events.

Secondly, management roles like supervision results in efficiency and effectiveness and so Kyambogo University should ensure that supervisors through the human resource unit are provided with information or training on how to supervise their subordinates. This will help to strengthen their role of supervision to achieve efficiency in their work.

The management of Kyambogo University should find alternative ways of funding the services, for instance, engaging in public partnerships, finding donors or outsourcing facilities like halls of residence and sports fields to private companies. Given the dynamic and ever-changing nature of higher education and the delivery of non-academic student support services, the Directorate of Human Resources of Kyambogo University should provide capacity-building training to staff. Staff should be trained on higher education matters, student changing needs in the university, legal issues, and other related matters.

Areas for Further Research

The findings of this study showed complexities and challenges in the delivery of the services; this raised a question of whether the services are effectively delivered, hence as an area for further research in the same context. Therefore, a study to examine the impact of non-academic student support services on student well-being, success,

and retention in higher education, specifically at Kyambogo University, is recommended.

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