UGANDA MANAGEMENT INSTITUTE

FACTORS INFLUENCING STUDENT ENROLMENT IN BULOBA PRIMARY TEACHERS' COLLEGE, UGANDA

BY

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DECLARATION

I, FLORENCE SSENFUMA BABIRYE, hereby declare that this research report is my work and has never been submitted to institution for any academic purposes before.

Signature……Date……../……/……..

APPROVAL

This study was conducted under my supervision and the dissertation has been submitted for examination with my approval as supervisor.

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SIGN……Date……/……/…….

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SIGN……Date……/……/…….

DEDICATION

This dissertation is dedicated to all members of my family for their tireless efforts to support me. To my lovely children Rachael, Leah, Dan, Milcah and Joyce for understanding and appreciating my absence from home even when they needed by attention. To my dear husband Mr. Ssenfuma Herbart, not only for his moral and material support during the course, but also for his gumption to preserve our strong family ties and values even under some of the most difficult circumstances imaginable .

Finally, I also dedicate this piece of work to my lovely friends who helped me in one way or the other to see that I complete the course and my dissertation.

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LIST OF ABBREVIATIONS AND ACCRONYMS

SPSS	Statistical Package for Social Science
PTC	Primary Teachers College
UTS	Unified Teaching Service
NTCK	Makerere University and National Teachers College Kyambogo
GPA	Grade Point Average
USA	United States of America
SES	Socio-Economic Status
MUST	Mbarara University of Science and Technology
MUK	Makerere University Kampala

ABSTRACT

The study assessed the factors influencing student-enrolment in Buloba Primary Teachers' College, Uganda whereby it focused on social, economic and academic factors in relation to student enrolment in Buloba Primary Teachers College. The study was a cross-sectional research design which applied questionnaires and interview guides as tools to collect data from a sample of 133 respondents. Qualitative and quantitative data was analyzed using the Statistical Package for Social Science (SPSS). The study revealed that there is positive significant relationship between social factors and student enrolment in primary teacher colleges in Uganda implying that favourable social factors increase student enrolment in colleges and vice versa. The study also revealed that there is moderate positive and significant relationship between economic factors and student-enrolment meaning that favorable economic factors increase student enrolment in primary teacher colleges and vice versa. The study also showed revealed that academic factors have moderate positive relationship with student-enrolment in primary teacher colleges in Uganda meaning that favourable academic factors increase student enrolment in colleges and vice versa. The study recommended the need to have an amendment in the enrolment policy of the college regarding religious affiliation such that students from all religions are free to apply and be admitted to the college. More so, the colleges should invest in sports since it plays a significant role in encouraging students to enroll in the college. The Ministry of Education should invest in the minimum requirements for quality education which also increases student enrolment.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study was about the factors that influence student-enrolment in Buloba Primary Teachers College**.** The independent variables were the factors while the dependent variable was student-enrolment. This chapter presents the study showing the background, statement of the problem, purpose, objectives, research questions, hypotheses, scope, significance and of the study; and definition of operational terms.

1.2 Background to the study

1.2.1 Historical background

Teacher training originated in France (1685) by St. John Baptist de la Sallea French educator, priest and founder of the Christian Brothers, b. Reims, who spent his life teaching children of the poor. It spread rapidly in Europe in the 18th century through the work of August Hermann Franckea German Protestant minister and philanthropist and from Europe the United States in the 19th century (The Free Dictionary).

According to Ssekamwa (1997), teacher education was introduced in Uganda in the late 19th century through the formal education system initiated by the Christian missionaries to train the teachers for their respective schools. The first teacher training institutions were known as modern schools for training vernacular teachers. Although at first each missionary organization would train its own teachers using its own syllabus and deploy them under their own Terms and Conditions of Service, the 1963 Education Act eventually centralized the practice under the Unified Teaching Service (UTS) (Ssekamwa 1996). Since then, Teacher Education has come

under the guidance of the Ministry of Education and Sports which is mandated to ensure that it is "manned by trained teachers and capable of producing the necessary manpower and appropriate technology to enhance and sustain its growth and development" (Kajubi Report 1989:97 – 98). In pursuit of that ideal, the ministry started preparing teachers for primary schools through Primary Teachers Colleges (PTCs), and secondary school teachers through Makerere University and National Teachers College Kyambogo (NTCK).

The first Grade III Teachers College was established in Mbarara in 1956. Since then, the number of PTCs increased according to the demand for such teachers in the country. However, it declined in the 1970s during the Amin Regime when government neglected social services causing many students to lose interest in teacher education for instance in the 1970s and 1980s, 56% of the primary teachers were untrained (Kajubi Report 1989; Government White Paper on education 1992).

On the other hand, through the Primary Education Reform Programme, the number of PTC increased tremendously that some had to be closed down in 2000 due to lack of sufficient student in-take. It was during this closure that Buloba Primary Teachers College ceased to be government-aided and became a private institution managed by Church of Uganda Namirembe Diocese the Foundation Body (2013).

1.2.2The theoretical background

This study was based on the systems theory author by Gupta (1998), "A system according to this theory is an entity with interrelated and interdependent subsystem which function together to achieve a common goal". The way one subsystem functions affects another and eventually the whole, and that it is also affected by environmental factors. This was the most appropriate theory

for this study because it would help in explaining the influence of social, economic, and academic factors on student-enrolment in Buloba Primary Teachers College**.**

The scientific management theories by Taylor (2010), management theory by Fayol and Max Weber were not appropriate because they focused on the best way of job performance in organizations (Rao, V.S.P and Narayana P.S (1987) while the study was concerned with situational factors affecting the management of an organization. Similarly the Human Relations theory (Elton Mayo), the Needs Hierarchy Theory (Abraham Maslow) and Hygienic Theory (Hertzberg), among others focused on human needs only but not on situational factors affecting the management of an organization (Agarwal, P.K 2009). The theories therefore explained the effect of certain factors especially organizational linked factors to the college enrolment in teacher colleges.

1.2.3 The conceptual background

The key variables in this study were factors and student-enrolment in Buloba. There were many factors that influence student-enrolment in higher educational institutions. In the context of this study, they were categorized into three as social, economic, and academic. Therefore the main concepts in this study were social, economic and academic as independent variables, and then student-enrolment, as a dependent variable.

The first social concept meant taking into account the behavior of others" (Morrison, n.d) implying people with the same or shared orientations, such as attitudes or behaviors expressing their interests, or intentions. In this study, the term social depicted the extent to people's shared orientations as an independent variable influenced student-enrollment in the college. The second concept economic meant resource utilization to meet identified needs. In this study economic

factors referred to issues considered according to their resource utility, as an independent factor influencing student-enrolment at the college.

The term academic meant scholarly or that which was concerned with scholarship (Dictionary Thesaurus). Therefore in this study, academic factors as an independent variable referred to issues of scholarship bound to influence student-enrolment in the college. Finally student-enrolment meant the number of applicants selected and enlisted to undertake a course of study (The Free Dictionary).

Enrolment referred to the total number of students properly registered and/or attended classes at a school. In this study, student-enrolment was measured quantitatively as per registration of each academic year. Conceptually therefore, this study was an attempt to find out ways the independent variables of social, economic and academic nature at Buloba Primary Teachers College influenced the enlisting of students in the institution in the period 2008 – 2012 when the institution became private, compared to the period 1994 – 1998 when it was government-aided.

1.2.4 The contextual background

According to the Uganda Government, every educational institution in the country should have twelve basic requirements and minimum standards indicators to be licensed as a viable place of quality education. They are overall management, structures and facilities, adequate staffing, teaching and learning processes, co-curricular activities, student organization and development, finance generation and management, a supportive institution-parent-community, environmental health and sanitation, sound discipline, time organization and development, and institution safety and security (Ministry of Education and Sports, 2001).

Observation and institutional records showed that all the above requirements were in place. For example it is an old teacher training institution started by the Native Anglican Church (later known as the Church of Uganda with the help of the Missionary Society (CMS) in 1930 who established the first permanent structures. It has well qualified and experienced staff with minimum academic and professional qualifications of a diploma in Teacher Education from Kyambogo University. It is situated on a gentle hill sloped which is well drained and a pleasant hygienic campus. All in-door and co-curricular learning processes and activities are in place. Above all it is one of the best performing teacher education institutions academically in the country, to which other institutions are affiliated (Buloba Primary Teachers College Admissions Database, 2013).

Inspite of this attractive establishment and academic track record, college records showed that student-enrolment was declining at a faster rate, raising great concern as to what lay in future for the institution. For instance, taking two five-year snap-shorts of 1994 – 1998 when the college was government-aided and 2008 – 2012 now that it private, student-enrolment has fallen sharply from the record high of 185 in 1998 (Table 1) to a record low of 65 in 2012 (Table 2), by a difference of 120 students, which is approximately 67% (Figures 1 – 4). This has forced the college to open up to other un registered colleges, namely Bise in Masaka district, Jinja in Jinja district, Namutamba in Mityana district, and Luteete in Luwero district to affiliate with it so that it remains operating.

1.3 Statement of the problem

Attracting students into an institution of higher learning requires the institution to demonstrate commitment to quality education. This commitment in many such institutions in Uganda

included having academic facilities, adequate staffing, and an effective management structure. The Government of Uganda endorsed this view by instituting a policy that required all educational institutions to have basic requirements concerning overall management, structures and facilities, adequate staffing, teaching and learning processes and co-curricular activities, (Ministry of Education and Sports, 2001). All these basic requirements were intended to facilitate effective teaching and learning thereby attracting more students to the institutions. Inspite of all the above basic requirements in place at Buloba Primary Teachers College, the institution still has an acute problem of low and declining student-enrolment. This enrolment had fallen drastically by approximately 67% in the last 15 years (Buloba, 2013). With a declining student enrolment, the unit cost per student has risen and the education delivery is no longer cost effective. There was no systematic study done so far investigating the factors responsible for this rapid decline in student enrolment. This study therefore investigated the factors that influenced student-enrolment in Buloba Primary Teachers' College in Uganda.

1.4 Purpose of the study

The purpose of this study was to assess the factors that influence student-enrolment in Buloba Primary Teachers' College**.**

1.5 Objectives of the study

1. To establish the extent to which social factors influence student-enrolment in Buloba Primary Teacher Colleges in Uganda.
2. To determine the effect of economic factors on student-enrolment in Buloba Primary Teacher Colleges in Uganda.

3. To establish how academic factors influence student-enrolment in Buloba Primary Teacher Colleges in Uganda.

1.6 Research questions

1. What are the effects of social factors on student-enrolment in Buloba Primary Teacher Colleges?
2. What are the effects of economic factors on student-enrolment in Buloba Primary Teacher Colleges?
3. How do academic factors influence student-enrolment in Buloba Primary Teacher Colleges?

1.7 Hypotheses of the study

1. Social factors have a positive significant influence on student-enrolment in Primary Teachers Colleges in Uganda.
2. Economic factors have a positive significant influence on student-enrolment in Primary Teachers Colleges in Uganda.
3. Academic factors have a positive significant influence on student-enrolment in Primary Teachers Colleges in Uganda.

1.8 Conceptual framework

The main concepts in this study were social, economic, academic, and student-enrolment. While the social, economic, and academic concepts referred to the independent variables, student-enrolment referred to the dependent variable. Their interaction is illustrated in the conceptual framework (Fig. 1):

Independent Variables

Factors **Dependent Variable**

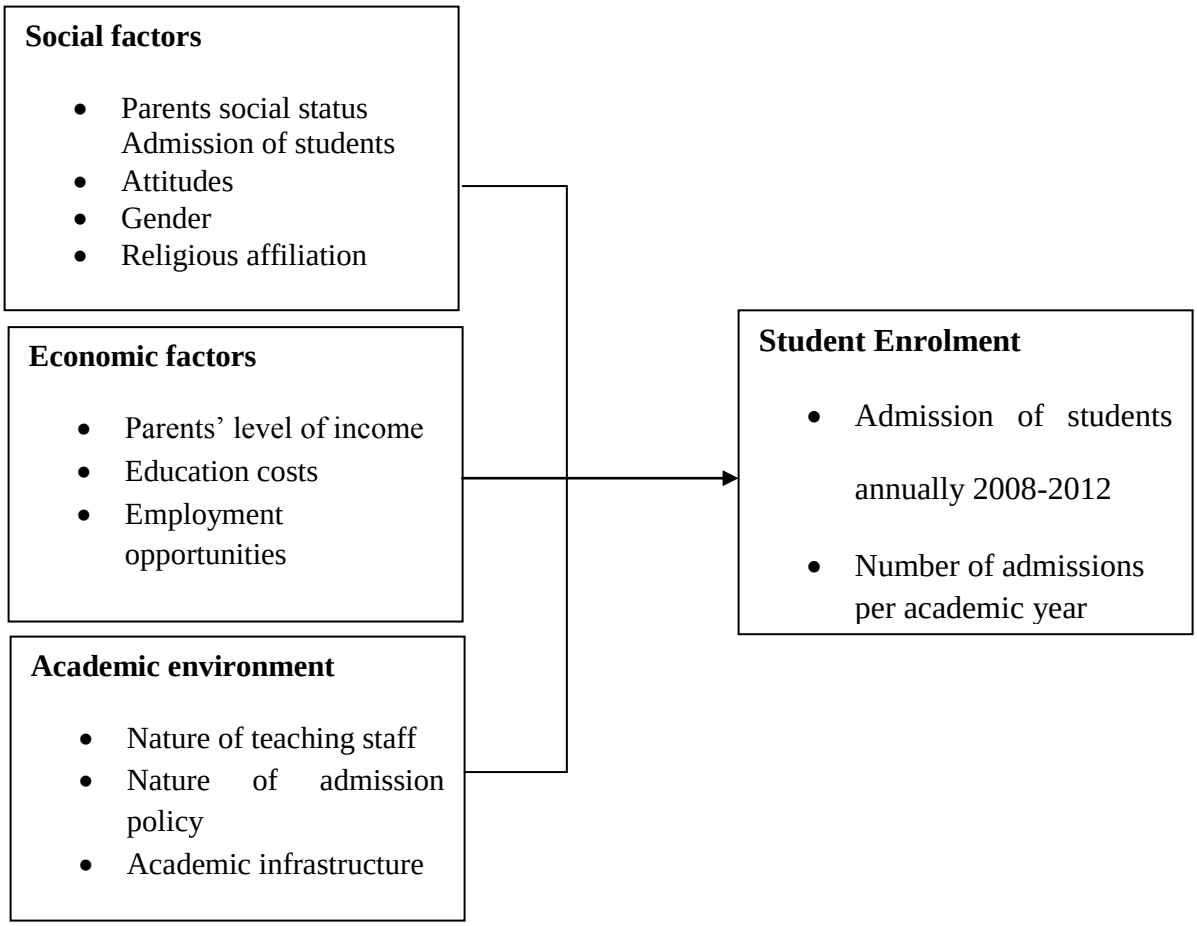


Figure 1: The Conceptual Framework; Source: Adopted from Koontz and Weihrich (1988:12)

Basing on the conceptual framework above, the interaction between social factors and student-enrolment enabled the achievement of the first objective, then the interaction between economic factors and student enrolment enabled the achievement of the second objective. Finally the interaction between academic factors on student enrolment enabled the achievement of the third objective.

1.9 Significance of the study

The results of this study will be helpful to management and administration of Buloba Primary Teachers College, and similar institutions by them to realize the social, economic and academic factors influencing the student enrolment, and the recommendations for improvement.

Secondly, the same results will enable government policy makers also to realize the inevitable consequences of abrupt closing institutions of higher learning without helping them to plan for their sustainability.

Finally, the knowledge discovered through this study will be helpful to academicians in informing and provoking more studies in future as it acts a source of literature and scholarly material.

1.10 Justification of the study

For an educational institution of higher learning like Buloba Primary Teachers College previously used to receive government sponsored students, guaranteed capitation grants and staff salaries to meet its costs, abrupt closure can affect its sustainability, particularly if it relies on student fees to meet its operational costs yet no systematic study has been done to find out the fate of such institutions, and if this scenario is not attended to soon, the future for this college would be oblique. It was imperative therefore that this study be conducted to get this kind of information to help not only Buloba but similar colleges in the country and world-wide.

1.11 Scope of the study

1.11.1 Content scope

This study was generally about the factors that influence student-enrolment in Buloba Primary Teachers College**.** They were the social, economic and academic in nature. This is because student enrolment has tremendously declined and there was need to establish the reasons behind this kind of trend.

1.11.2 Geographical scope

It was conducted Buloba PTC which is about 20 kilometers along Kampala – Fort Portal road. This was the only campus for the college, and it is was where the decline of student-enrollment was observed. This is so because acted as a representative of the rest of the teachers colleges in Uganda as the study would not cover all the colleges.

1.11.3 Time scope

This study focused on a period between 1994 – 2012. This period was chosen because it gave clear picture of how enrolment had been trending ever since.

1.12 Operational definitions of terms and concepts

A number of technical terms were applied in this study as follows:

Social meant peoples shared orientations, such as attitudes or behaviours expressing their interests, intentions, or needs. In this study, the term social depicted the extent to people's shared orientations as an independent variable influenced student-enrollment in the college.

Economic meant resource utilization to meet identified needs. In this study economic factors referred to issues considered according to their resource utility, as an independent factor influencing student-enrolment at the college.

Academic meant scholarly or that which was concerned with scholarship. In this study, academic factors as an independent variable referred to issues of scholarship bound to influence student-enrolment in the college.

Student-enrolment meant the number of applicants selected and enlisted to undertake a course of study. In this study, academic referred to the record or registration of a number of students admitted at Buloba Primary Teachers College for a course of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The study assessed the factors that influence student-enrolment in Buloba Primary Teachers College in Uganda. This chapter is the review of the literature related to the study. This chapter consists of the theoretical review, related review and a summary of literature review.

2.2 The theoretical review

This study was guided by the systems theory which states that every organization is an entity consisting of interrelated and interdependent subsystems. The functioning of one subsystem affects in another and eventually the whole system. An open system exports its products and by-products into the environment on one hand, and on the other hand receives inputs from it (Gupta 1998). The subsystems are in form of structure, people, task, culture, technology, etc forming a unitary whole (Fig. 3).

This was the most appropriate theory because the relationship between the environment and the system helps in explaining how social, economic and academic factors influence student-enrolment in teachers' Colleges as a social system. This made it possible for the researcher to achieve all the three objectives of this study.

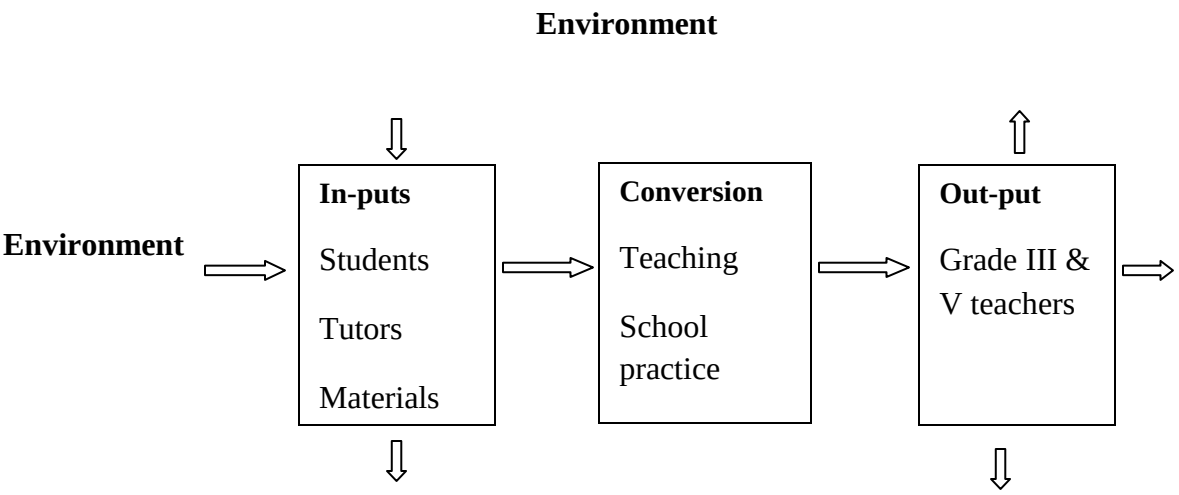


Figure 2: The systems Theory

Source: Adapted from Robbins, S. (1991)

2.3 Actual review

This study is based on the general theme of student access to higher education. In this study, this access is shown by the number of students enrolled per academic year for the Grade III and Grade V teacher training programmes at Buloba PTC. The literature review focused on three of the factors affecting this access to higher education which are social, economic and academic.

2.3.1 Social factors and student enrolment in teachers colleges

A number of studies world-wide support the commonly held view that social factors such as parents education, parental encouragement, student ability, student positive attitudes, and gender support encourage student access to higher education (Borus and Carpenter, (1984), and Hossler, Braxton, and Coopersmith (1989). While this is evident in developed countries like Europe where parents with higher education encourage their children to attain the same (Mathtech & Taylor 2010); and those with positive attitudes towards vocational education encourage many

high school leavers to enroll for higher education because it leads to well-paid jobs, and good career opportunities (n.a), it is not the case in less developed countries like Uganda.

On the contrary, studies in Uganda reveal that although some of these social requirements are available in higher educational institutions, still student enrolment to higher education is declining. For example in the case of girls, although the government of Uganda highly supports the education of the girl-child through the government's affirmative action, the number of female students in higher educational institutions is still less than that of the male (Government White Paper on Education 1992; Kwesiga 2002 in Miller, S.C 2003; National Council for Higher Education 2005). What is the cause?

More importantly, Buloba Primary Teachers College has a unique situation as a religious-founded private institution. Although it was initially a girl's institution for domestic science as a branch of Gayaza High School (Buloba 2013), the number of female students is declining faster than that of their male counterparts (Table 1, Table 2, Figure 2, Figure 5). Statistics also show that students are predominantly Christians (98% see Tables 1 and 2). These observations imply that the real social factors that influence student-enrolment at Buloba Primary Teachers College are not yet ascertained. This too will be the first issue to examine in this study.

Parental education level seems to be a key social determinant of enrolment; students whose parents have low education levels are more likely to pursue college education themselves. This suggests that increasing the general education level of society, as well as creating incentives for older students to attend college, may have a long-term positive effect on college participation and enrolment rates (Mathtech & Taylor, 2010).

Flexibility of the course also is motivating factor to enroll in the most colleges and universities. The flexibility in course selection and the time duration for completion are usually welcomed by students as this provides them with room to follow other courses and to be employed. Flexibility is an essential feature in any university or college programme, especially for the benefit of employed students. The flexibility in time period for completion is needed as these programmes are open for all types of students with different ages, incomes, family engagements, and previous knowledge.

The relationship between student persistence and enrollment factors has been studied extensively across higher education institutions throughout the nation. However, prior to enrollment, there are many factors that may influence student persistence. Several researchers identified pre-enrollment factors that are related to student persistence (Fletcher et al. 1999; Thompson 1999; McGrath & Braunstein 1997; Bank & Biddle 1992; Edwards & Cangemi 1990). Some of these factors included high school GPA, class rank, college admissions test scores, parents' educational status, financial need, academic motivation and study habits.

2.3.2 Economic factors and student enrolment in teachers colleges

A number of studies have been done in the common economic factors that influence student-enrolment in higher education such as parent's level of income, tuition levels, and employment prospects. Studies reveal that economically well-off students can enroll for higher education, while the economically disadvantaged to miss it. For example wealthy families in USA have the financial resources with which to send their children to good-quality higher educational institutions, hire tutors and obtain supplemental education sources, while students from low-income families cannot attend higher education at all, and even if some do, financial stress on the

parents can cause such students to drop out early to work (Tural, 2002). Similarly in Spain children of farmers with more stable incomes have a higher probability of demanding higher education than children of unskilled workers with unstable incomes (Albert, 1998).

However, the economic situation at Buloba Primary Teachers College is unique. Although it includes the above common factors of parents level of income, tuition levels, and employment prospects, it goes further to include the challenges of economic transfer from being a government-aided institution (1930 – 2000), to a purely self-sustaining private institution under Namirembe Diocese. No study has been carried out to find out ways parents level of income, tuition levels, employment prospects and self-sustainability influence student-enrolment into the college. This is another issue to investigate in this study.

According to Sandler (2000), the students normally consider recognition of a qualification as a key factor in order to secure high-demand employment after the course. In the case of employed students who pursue higher studies for career prospects, the relevance of such programmes plays a major role rather than mere recognition. Enrolling in the college programmes because of recognition only, without having proper knowledge of the nature of the study methods, causes difficulties for the teachers and the students themselves.

Affordable course fee is among the most influential factor for enrolment for successful students; whereas, for unsuccessful students this was rated the same as flexibility in course selection (Thompson, 2000). The study proved that students are prepared to pay for courses that are recognized and could be followed without interrupting their other commitments. Course fee depends on the total cost incurred in the development and delivery of courses and the government subsidy (Thompson, 2000).

A study done by Tharp (1998) revealed that cost, financial aid, and academic reputation were at the top of factors affecting enrolment across all institution types. These three factors played a critical role in influencing students' enrollment decisions for both the parents and prospective students. Worth noting is that employment opportunities, which is a unique item on the career school survey was also among the top enrollment factors for career institutions, with 89 percent of students indicating that it was important or very important to their decisions.

Peltier & Matranga (2000) argued that certainly the cost of attending a college regardless of the type of institution attended played a significant role in students' enrollment decisions. With students attending public four-year and two-year campuses, cost was the dominant factor. At four-year private colleges, it ranked third behind academic reputation. At two-year career schools, cost while still important with an 81 percent score was fifth behind employment opportunities, financial aid, academic reputation, and personalized attention.

Financial aid joined cost at the top of the enrollment factors and was the top issue for students at four-year private campuses. At two-year private institutions, financial aid was a close second behind the employment opportunities, with nearly 86 percent saying it was important. Clearly, economic issues how much will their education cost, how will they pay for it weighed heavily on the minds of students. Even the top enrollment factor from students at career schools, future career opportunities, indicates a strong economic concern (Peltier & Matranga, 2000).

Enrolment consistently responds to the price of tuition. Tuition increases relate to enrolment decreases, and tuition decreases relate to even stronger enrolment increases. Thus it seems that decision-makers can increase and decrease tuition to influence enrolment in the direction deemed

necessary. However, these decisions must be made with an awareness of how tuition changes may affect access according to socio-economic status (SES) and ethnicity (Sandler, 2000).

Increased student aid corresponds to increased enrolment and persistence; however, the response is not as strong as that to tuition changes of equal value. The role that aid plays differs for high- and low-income students; aid is not always effectively targeted to achieve the goal of increased access for disadvantaged groups (Penn, 2000). The views by Penn may be correct but no study has been done in Uganda and Buloba Primary teachers college in particular to ascertain these findings, thus making this study inevitable.

High unemployment rates appear to correspond to increased community college enrolment and general college enrolment of males and higher-income students, but they may not affect, and may even discourage, the enrolment of females and low grade students. Thus unemployment rates may affect the future supply and demand of skilled workers as a result of reduction in student enrolment levels (Penn, 2000).

According to Thompson, (2000), low grade students are consistently less likely to enroll in college than high grade students. Decisions regarding college education begin long before the end of high school. If a goal is to increase access for disadvantaged students and students in general, it may be necessary to consider introducing social, educational, and financial intervention earlier in their education, hence increasing student enrolment in the long run.

The local community demographics, the location of the school and the tuition price have a significant impact on enrollment. If the families in the community afford the tuition price of the

school will determine how their children enroll. More so, when looking at ways to grow in the school, it is important to consider demographics, location and price.

The level of competition for students affects school enrolment in higher institutions of learning. Private schools, colleges and universities face a very competitive market. Besides competition with other private schools, public schools are working to increase quality by providing specialized courses. In addition, charter schools are providing a free "private school" experience. This creates competition and school shopping from the limited demographic pool in the community.

It makes sense that every school desiring enrollment growth should have a marketing and enrollment plan. Many schools do not have an enrolment plan. With an intentional marketing and enrollment plan, a college is able to implement specific strategies that impact the school's growth in enrolling students.

2.3.3 Academic factors and student enrolment in teachers colleges

The academic environment of an institution consists of all facilities that enable a student to be taught and learn effectively and efficiently. They include the nature of the teaching staff, student admission policies, and academic infrastructure and curriculum. In this study the academic factors influencing student access to higher education will be limited to the teaching staff, and academic infrastructure (Peltier, & Matranga, 2000).

A number of studies reveal that having adequately trained teaching staff and academic infrastructure are some of the important academic factors that influence student-enrolment into higher educational institutions. For example an effective teacher should be professionally trained

to teach a specific subject with a minimum qualification of a Masters degree at college level courses, and should have positive expectations, enthusiasm, effective classroom organization, ability to design lessons and activities, and rapport with students (Ketchum Daniel, and Queen Jacob (2009).

According to Thompson, (2000), vision, drive and personality of the leadership (primarily the head of school or college) will affect the enrollment of students. Leadership in most colleges is the pivotal force behind successful organizations; the same is true in a private school. If leadership in such institutions is not appeasing, it pushes students to other competing colleges but if leadership is good, students tend to enroll in numbers every academic year.

Penn (2000) noted that **o**ne of the most important factors in school enrolment growth is the overall quality of the experience. Parents are investing significant resources to provide the very best education for their children and because of this, they expect the best. A high quality experience must be integrated throughout the school in order to grow the levels of enrollment. He further argued that vision and school improvement in strategic areas can have an impact on enrollment growth (Penn, 2000).

The faculty and staff should be the primary connection that a family makes with the school. These educators will be the ones to teach and mentor students. When they deliver a high quality educational experience and personally connect with the students in a positive way, this experience will impact enrollment (Sandler, 2000).

Once parents are satisfied, there are at least two primary results that affect enrollment. First, satisfied parents will lead to strong retention. A strong retention rate obviously leads to increased

enrollment. Secondly, satisfied parents will tell their friends about your school. This is positive word-of-mouth working in your favor. Management won't be able to grow their school without parent satisfaction and positive word-of-mouth (Bongyeirwe, 2002).

The experiences of parents, students, graduates, faculty, staff, and donors will fuel word-of-mouth, whether positive or negative, in the community. In turn, this will create the reputation, and word out on the street, about the school. This general buzz and reputation in the community will affect school enrollment (Peltier, & Matranga, 2000).

Although similar studies in Uganda reveal that most teaching staff in higher educational institutions like Makerere university and Mbarara University of Science and Technology are of low quality compared to international standards (Bunotin.d), exhibiting tendencies of absenteeism, sluggishness, inability to give valuable time, and lack of concern for students" challenges, and relax from teaching and research for petty jobs which apparently are better paying (Bongyeirwe, 2002), these factors do not influence student-enrolment because these studies were conducted in public universities. No systematic study has been undertaken in private higher educational institutions to find out ways the quality of teaching staff and academic infrastructure influence student enrolment in the college. This will be another issue to investigate in this study.

According to (Sandler, 2000), course delivery materials in most institutions determine the level of student enrolment. The students questioned on different aspects of course delivery responded quite consistently, giving their overall attitude towards the college as well as shortcomings of the delivery system. Course delivery in the college includes providing instructional materials as well

as guiding students by various means such as assignments, classroom tests, group projects, personal tutoring, and feedback (Sandler, 2000). The main medium for bridging the gap between the teacher and the student in this programme of study is printed materials. The students were critical of the language, subject content, depth of subject matter, and readability of the print. Better instructional materials increase the levels of student enrolment in schools.

Eligibility and the students' prior academic performance determines enrolment where by failure to achieve a pass makes many students fail to enroll to higher levels of education. In this study the number of students gaining eligibility or no eligibility is related to the number of students admitted in higher institutions of learning. For Buloba Primary Teachers College, it is not clear whether the prior education level of students makes them fail to enroll in the college or not a gap this study intends to fill.

A study by Penn (2000) revealed that eighteen percent and 9% from successful and unsuccessful students respectively indicated that the deciding factor to get enrolled in any college / university was the non availability of similar institutions offering study programmes. It is not yet clear whether it is the same situation in Buloba PTC because it's the only primary teachers college in the area which makes students enroll, hence making this study inevitable.

A college of University being the only recognized institution in a community to offer a certain program at present, has the great advantage of attracting good students because of its recognition by the students, hence higher enrolment levels. However, it is also clear that if there were other avenues for students to turn for their higher studies, the college would lose many students. Under these circumstances the University will have to critically consider the factors influencing

students' failure, without blaming the unqualified students who are being enrolled, which is a perception of a significant number of staff members.

2.4 Summary of the literature review

The above review shows that access to higher education is influenced by social factors such as parent's education, parental encouragement, student ability, student positive attitudes, and gender support encourage student access to higher education; economic factors like parents level of income, tuition levels, and employment prospects; and academic factors like adequately trained teaching staff and academic infrastructure. However, no study has been done examining ways these factors influence student-enrolment at Buloba Primary Teachers College as a private institution which is self-sustaining. More so, most of these studies were not done in Uganda meaning they were done in other geographical locations, hence leaving a gap in as far as the effect of these factors on student enrolment. These are the issues to be examined in this study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The study assessed the factors that influence student enrolment in Buloba Teachers college in Uganda. This chapter describes the methods that were used in this study. It consists of research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods, data collection instruments, validity and reliability, procedure of data collection, data analysis, and measurement of variables.

3.2 Research design

A cross-sectional research design was applied in this study because it enabled the study at one point in time. Both qualitative and quantitative study approaches were applied in this study. The qualitative approach was used in seeking and describing personal views, while the quantitative was applied in identifying, recording and analyzing numerical data.

3.3 Study Population

This study target population was 180 consisting of members of the Board of Governors, tutors and students. The Board members were investigated because they are responsible for institutional planning and management which influence student admission into the institution; tutors and students were targeted because they provided technical information on the social, technical and academic issues influencing student-enrolment into the college; while special informants provided data reflecting the history of the college.

3.4 Determination of the Sample size

The sample size was 137 respondents determined using statistical tables of Krujcie and Morgan (1970) cited in Amin (2005). The sampling approach is presented in table 1 below:

Table 1: Category of respondents

Category	**Population**	**Sample Size**	**Sampling Technique**
Board of Governors	14	10	Purposive sampling
Tutors	21	19	Stratified sampling
Students	147	108	Cluster random sampling
TOTAL	**182**	**137**	-

3.5 Sampling techniques and procedure

Both probability and non-probability sampling techniques and procedures were applied in selecting the required respondents for the population sample. Probability sampling techniques were stratified and cluster procedures. Stratified sampling was applied in selecting tutors basing on gender whereby 10 were female as the institution is female-dominated, while 9 were male. This procedure was the most appropriate because it takes into consideration the homogeneous nature of the staff being sampled catering for the male -female gender in each sub-group (Amin 2005). Lastly purposive sampling was used in selecting appropriate respondents from the members of the Board of Governors focusing on representation of their segments: Foundation Body = 3; Local Government Council = 2; staff = 2; students = 2; Old students = 1. This too is the most appropriate technique because it caters for judgment of the respondents to ascertain their suitability to provide the required data (Amin 2005).

3.6 Data Collection Methods

Three data collection methods applied in the study include surveying, interviewing, and focus-group discussions.

3.6.1 Questionnaire surveying

Questionnaire surveying was used to collect data from the tutors. This is the most appropriate because it provides quantifiable data (Koul 1997). This method is very important because the purpose of the study is to establish the factors that influence student-enrolment in Buloba Primary Teachers College which can easily be obtained through a closed ended questionnaire survey whose results allow for easy correlation and regression. Furthermore it enabled respondents to fill the questionnaire at their convenient and to express their views freely without fear of being victimized (Oso&Onen, 2008).

3.6.2 Interviewing

In-depth interviews were used in getting data from selected members of the Board of Governors. This is the most appropriate to get people's views and opinions because they allow freedom of expression, (Amin 2005). This method also enabled the researcher to adapt questions, clarify them using appropriate language, clear doubts, establish rapport and probe for more information (Sakaran, 2003).

3.6.3 Focus-group discussion

Focus-group discussion was applied in getting data from students because they are the most appropriate in getting shared views (Koul 197). Each group consisted6 participants catering for gender balance and from both year one and year two students. This method was very useful in

allowing group members to express their opinions (Barifaijo, Basheka & Oonyu, 2010), and eliminate bias.

3.6.4 Document Review

With document review method, several primary-source documents were reviewed. These enabled the researcher to generate qualitative data to supplement the quantitative and establish the truth through triangulation.

3.7 Data collection instruments

The above data collecting methods required the use of questionnaires, interview-guides and documentary study-guides in data collection.

3.7.1 Questionnaires

Structured questionnaires were used in this study to collect data from the staff because they enable respondents to answer questions conveniently and even check personal records where necessary (Neuman 2007). They consisted of closed-ended questions which are ideal for eliciting specific responses from multiple alternatives whose quantitative data can be analysed easily. They were personally administered by the researcher on sport to get quick responses and complete the study in time. Anonymity was catered for by letting the respondents not to indicate their names (Amin 2005).

3.7.2 Interview-guides

In-depth interview-guides were applied in collecting descriptive data from the members of the Board of Governors. They had open-ended questions enabling the respondents to express divergent views. They were the most appropriate because they were of face-to-face type allowing

the highest response rates (Neuman 2007); are flexible and allowed the researcher to seek clarity on certain issues (Amin 2005) which no other instrument did.

3.7.3 Focus Group Discussion guide

A Focus-group discussion guide was used in getting data from students because they are the most appropriate in getting shared views regarding student enrolment. Each group of 6 participants was guided by the researcher while making notes regarding the student enrolment in the college. This tool was advantageous because each group participant was able to provide his or her opinion regarding student enrolment in Buloba Primary teachers college.

3.7.4 Documentary review guide

A number of primary-source documents were studied. They included government circulars, minutes of meetings, student admission lists, Buloba admission policies, and admission advertisements. They enabled the researcher to generate qualitative data to supplement the quantitative and establish the truth through triangulation.

3.8 Validity and Reliability

3.8.1 Validity

The researcher sought expert judgment on content validity of how well the questions covered the basic items in the questionnaires, interview-guides, focus-group and discussion-guide. According to Amin (2005), content validity is determined by expert judgment. The Content Validity Index (CVI) was computed to determine the validity of the questionnaires. If results are above 0.70, then the instruments are accepted as valid to be used in study, but if they are less, then the questionnaires will be adjusted first. The formula is:

$$CVI = \frac{\text{Number of valid items}}{\text{Total number of items in the questionnaire}}$$

(Amin 2005)

$$CVI = \frac{47}{58}$$

$$CVI = 0.81$$

The content validity index was 81, which was over and above 0.7 recommended by Amin (2003) Suggesting that the instruments were valid.

3.8.2 Reliability

Reliability is the measure of the degree to which research instrument yields consistent results if administered at different occasions. According to Mugenda and Mugenda (1999) reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. To ensure reliability, the researcher used a test-retest coefficient stability and internal consistency. This was administered to 15 people of the study population who were not included in the sample size in order to determine the internal consistency of the instrument. A high degree of stability indicates a high degree of reliability, which means the results are repeatable. The results obtained from the pre-test were analyzed using the Cronbach's coefficient alpha since multiple response items were involved as can be seen below.

Table 2: Reliability Coefficients

Variable	Cronbach's Alpha Coefficients
Social factors	0.616
Economic factors	0.639
Academic environment	0.726
Student Enrolment	0.670

Source: Primary Data

The Cronbach's alpha reliability coefficients from the table 2 above showed an average of 0.7 were above 0.6 which is acceptable (Amin 2005and Mugenda 2003 Sekaran, 2003). The results of the reliability analysis mean that the items on the tool could be relied on to provide reliable answers to the study questions.

3.9 Procedure of data collection

The data collection procedure was through five phases. The first was a pilot study at Namutamba PTC in one week. Phase two was for administering questionnaires in two weeks. Phase three was for conducting interviews within two weeks. Phase four was for data analysis for two weeks while the last was for writing the dissertation and printing lasting two weeks.

3.10 Data analysis

3.10.1 Quantitative data analysis

Quantitative data was analyzed using the Statistical Package for Social Science (SPSS). The Pearson product-moment correlation coefficient (r) was computed. The formula is:

$$rxy = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X2) - (\Sigma X)2][n(\Sigma Y2) - (\Sigma Y)2]}}$$

Where

n = number of paired observations; ΣXY = sum of cross products of X and Y; ΣX and ΣY = are sums of X and Y scores respectively; ΣX2 = sum of all the squared values of the X scores; ΣY2 = sum of all the squared values of the Y scores; (ΣX)2 = sum of all X scores; and (ΣY)2 = sum of all Y scores. The results were between – 1.00 and + 1.00 indicating either a negative or positive relationship, respectively (Amin 2005).

Regression is a statistical model used in determining the direction and amounts by which a dependent variable changes due to variations in the independent variable(s) (Neuman 2007). It was computed to find out the extent to which the social, economic and academic factors influence student enrolment at Buloba PTC.

3.10.3 Qualitative data analysis

Then qualitative data from interviews and focus-group discussions was compiled, sorted, edited, classified and coded into the coding sheet and analyzed using content and inductive methods to arrive at the way social, economic, and academic factors influence student-enrolment at Buloba PTC.

3.11 Measurements of variables

The Likert scale was applied in measuring the Tutors responses to structured questions which required statistical answers. These responses comprised Strongly Disagree = 1; Disagree = 2; undecided = 3; Agree = 4; and Strongly Agree = 5 as corresponding scores in ascending order accordingly. Secondly qualitative data was measured using the nominal scale to indicate the influence of the social, economic, and academic factors on student-enrolment at Buloba PTC.

3.10 Ethical Considerations

Permission to do the study was sought from Uganda Management Institute whereby she was given an introductory letter to present to Buloba Primary Teachers College and got permission from the board to carry out the study. The researcher first sought the consent of the respondents to conduct the study. Strict confidentiality was observed. Names of study participants was not recorded on questionnaires and interview guides. Filled questionnaires were kept under lock and only the researcher had access to the keys.

3.11 Conclusion

This chapter therefore translates to chapter four because it contains the methods of data collection which later forms the basis for compilation of chapter four and the other subsequent chapters thereon..

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTEPRETATION OF FINDINGS

4.1Introduction

The study assessed the factors that influence student-enrolment in Buloba Primary Teachers' College. This chapter presents analyzes and interprets the study findings. The first section presents the response rate followed by a presentation and analysis of the study findings in relation to specific objectives.

4.2 Response Rate

A total of 137 questionnaires were distributed and 133 questionnaires were returned giving an overall response rate of 97.1% (as shown in the table 3 below), which is an internationally acceptable response rate since it is over and above the 50% rate that (Mugenda and Mugenda, 2003) recommends.

Table 3: Showing the response rate

Tool	**Targeted response**	**Actual response**	**Response rate**
Questionnaire	108	104	96.3%
Interview	11	11	100%
Focus group guide	18	18	100%
TOTAL	**137**%	**133**%	**97**%

From Table 3 above, out of the total 108 Questionnaires that were administered, 104 were returned fully completed representing a response rate of 96.3%. Out of the 11 respondents targeted for interview, all the 11were actually interviewed indicating a response rate of 100%.

Then, out of the 18 respondents focus groups targeted, all the 18 were conducted suggesting a response rate of 100%. Thus, the overall response rate was 96.3%. This response rate was above the recommended two-thirds (67%) response rate (Amin, 2005; Mugenda & Mugenda, 1999).

4.3 Demographic characteristics

Respondents were asked about their demographic characteristics which included gender, education level as well as the age distribution of respondents and findings are presented in the next sub-sections.

4.3.1 Gender distribution of respondents

The study observed the gender distribution of respondents. This was because gender of the respondents was important in determining whether the sample that participated in the study was representative of the composition of population, and findings are presented in Table 4.

Table 4: Gender of respondents

Category	**Population**	**Sample Size**
Male	71	53. 4
Female	62	46.6
Total	**133**	**100**

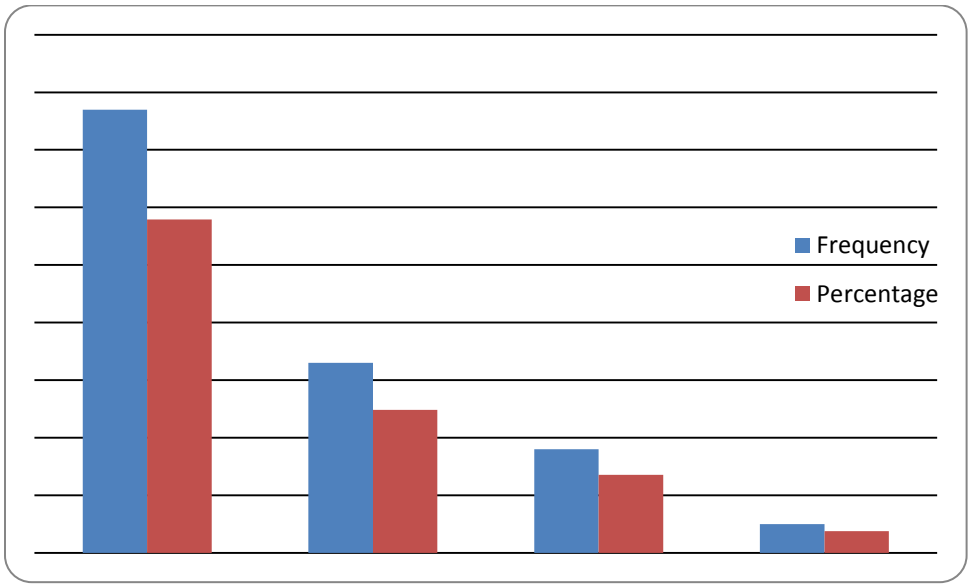
Source: Primary data

From table 4 above, findings show that the males that participated in the study were 71(53.4%) as compared to the 62(46.6%) female counterparts. This could have been because the organization employs admits and employs more males than females. This finding validates the study and allows generalization since both male and female were fairly represented in the study.

4.3.2 Age structure of respondents

The study observed the age distribution of respondents. Respondents were mature enough to participate in the study as shown in Figure 3 below.

Figure 3: Age structure of respondents



From Figure 3, it was evident that majority of the respondents 77(57.9%) were aged between 18-29% given that it involved majority of the students, followed by 33(24.8) who were aged 30-39 with 18(13.5%) who were aged between 40-49 year and only 5(3.8%) were above 50 years. This means that the respondents were mature enough to provide reliable information regarding factors influencing student enrolment in Buloba PTC.

4.4 Empirical Findings

The empirical findings were presented using descriptive statistics of frequencies and inferential statistics of correlation coefficients and multi-linear regression analysis in relation to the specific objectives. All the variables were measured on a five point Likert scale ranging from 1-Strongly Disagree (SD), 2 – Disagree (D), 3 - Neutral (N), 4 – Agree (A) and 5 - Strongly Agree (SA).

4.4.1 Social factors and Student-enrolment in Teacher Training colleges

In order to understand the attitudes and perceptions of the respondents on social issues, so as to assess whether they influence student enrolment in Primary Teachers' Colleges in Uganda, the researcher used a total of four statements or items on the questionnaire, to which the respondents were required to show their level of agreement or disagreement. Table 5, below is a summary of the findings.

Table 5: Showing views of respondents on Social issues affecting student enrolment

Statement measuring social issues	SD	D	N	A	SA
Most of the students have a strong home education background	29(21.8%)	95(71.4%)	2(1.5%)	5(3.8%)	2(1.5%)
Most of the students are interested in joining the teaching profession	18(13.5%)	91(68.4 %)	0(0%)	15(11.3%)	9(6.8%)
There is a gender preference for female students to study in this college	100(75.1%)	28(21.1%)	5(3.8%)	0(0%)	0(0%)
There is a religious preference for Christian students to enroll into the college	0(0%)	0(0%)	0(0%)	24(18.1 %)	109(81.9%)

Source: Primary data from field study

On the variable of social issues, majority of the respondents (93.2%) expressed disagreement with the idea that most of the students have a strong home education background whereas 4.6% agreed and 2.3% were not sure about the idea. More so, 81.9% agreed that most of the students

are interested in joining the teaching profession with 18.1% disagreeing with the idea while 93.3% strongly disagreed with the idea that there is a gender preference for female students to study in this college and 3.8% were not sure. The fact that majority of the respondents refuted that there existed gender preference in enrolment, it means that Buloba admits students regardless of whether you are female or male. It would also imply that since there is no gender preference, it would also have no effect on student enrolment to the college.

In an interview with one of the tutors, he was quoted saying;

> *"*Buloba Primary Teachers College admits both male and female without any preference and if a student decided to join or not does not depend on the student's sex. The college also admits regardless of the home background of the students because we don't visit their households to verify the status before admission, hence, students join Buloba college because they want to undertake in the teaching profession not necessarily basing on their education background or gender*"*.

The above interview therefore means that students are not restrained from enrolling in Buloba because of gender biases or even the home education background but factors like academic achievement determine admission rather than just gender of a student.

However the majority of the respondents, 100% were in agreement that there is a religious preference for Christian students to enroll into the college than other religions. This perhaps explains why there are challenges in enrolment because students from other religions like Muslims are not preferred to enroll in Buloba PTC. The findings are complemented by the interview which also pin points that religious preference reduces student enrolment in Buloba.

In an interview with one of the Board members, she was quoted saying;

> *"*Buloba PTC is faced with a challenge whereby it prefers enrolling students who have a Christian background given that its manned by Namirembe diocese, that is, It is under the Anglican church. This makes other religions especially Muslims not to even bother applying in Buloba well knowing that there are higher chances of not considering their applications. This reduces the number of applications to the college on the basis of religion".

The above finding means that religion negatively impacts student enrolment in Buloba PTC given that preference is given to Christian students, thus it pushes away students of other religious backgrounds, which reduces the level of enrolment in the college. Generally, social issues like religious affiliation were found to be a determinant on student enrolment levels in Buloba given that the college prefers those from Christian backgrounds but other issues like gender, family education background as well as interest of students in the joining the teaching profession had not serious impacts on the levels on enrolment in Buloba college.

Hypothesis Testing

This study had three hypotheses, which the researcher tested by using correlation correlations. Bivariate correlations (Pearson Correlation Coefficients with two-tailed test of significance) where calculated as a preliminary check of hypotheses between social factors and student enrolment and the results are set out in table 6 below.

Table 6: Correlation between Social issues and Student enrolment in Buloba PTC

Correlations

		Social Issues	Student Enrollment in Buloba PTC
Social Issues	Pearson Correlation	1	.299
	Sig. (2-tailed)		.851
	N	133	133
Student Enrollment in Buloba PTC	Pearson Correlation	.299	1
	Sig. (2-tailed)	.851	
	N	133	133

The Table 6 shows that there is a weak positive relationship between social issues and student enrolment, given by Pearson's correlation coefficient of 0.299. The relationship is statistically significant at 95% confidence level (2-tailed) as the p-value is less than 0.025 (=0.000).

Hypothesis Number 1: Social issues have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

The research findings show that there is a statistically significant relationship between social issues and student enrolment ($r=0.299$, p-value<0.025 (=0.000). This implies that improvement in social issues translates into improved student enrolment in Buloba PTC. Findings from regression analysis further indicate that social issues have a significant effect on student enrolment in Buloba PTC ($\beta=-0.490$, $t=-5.492$ $p<0.05$ (=0.000)). This means that there is a causation implied relationship between social issues and student enrolment. The researcher therefore accepted hypothesis number 1, which was stated as thus; Social issues have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

4.4.2 Economic factors and Student-enrolment in Teacher Training colleges

In order to understand the attitudes and perceptions of the respondents on economic issues, so as to assess whether they influence student enrolment in Teacher Training colleges in Uganda, the researcher used a total of four statements or items on the questionnaire, to which the respondents were required to show their level of agreement or disagreement. Table 7, below is a summary of the findings.

Table 7: Showing views of respondents on Economic issues and Student enrolment

Statement measuring economic issues	SD	D	N	A	SA
Generally all parents' have high levels of income for most students in this college	110(82.7%)	10(7.5%)	0(0%)	3(2.3%)	10(7.5 %)
The cost of living in the college is affordable by most of the students	11(10.5%)	7(5.3%)	86(64.6%)	11(8.3%)	15(11.3%)
Most of the students expect immediate employment after training through this college	6(4.5%)	0(0%)	5(3.8%)	10(7.5%)	112(84.2%)
The college has an income-generating programme for economic self-sustainability, e.g. in food production	100(75.2%)	28(21%)	5(3.8%)	0(0%)	0(0%)
The college self-sustainability programs attracts students to enroll for teacher training	11(8.3%)	7(5.3%)	85(63.9%)	14(10.5%)	16(12%)

Source: Primary data from field study

On the variable of economic issues, majority of the respondents (90.2%) disagreed to the idea that all parents' have high levels of income for most students in this college and only 9.8% agreed that all parents' have high levels of income for most students in this college. In a different scenario however, 64.6% were not sure about whether the cost of living in the college is affordable by most of the students. Interestingly, 91.7% of the respondents agreed to the idea that

most of the students expect immediate employment after training through this college whereas 4.7% disagreed and 3.8% were not sure about the idea. The above findings mean that parents don't have high levels of income and this contributes to low student enrolment in Buloba college.

In an interview with one of the students, she was quoted saying;

> "Most parents including mine don't have enough incomes to effectively send their children to school. Even some of us who make it hear find it very hard to fund our selves throughout the term because parents either pay half of the money needed at the college and others sometimes fail to pay at all and have resorted to securing loans for our funding. It therefore means that those parents who may fail to get the required amount of money at Buloba College may not be able to send his or her child to the college, which leads to low student enrolment".

The interview therefore means that if a parent has income to support the child, then he or she will not bother sending such a child to the college because at the end of the day, it may lead to student drop outs along the way of the course.

In addition to the above, majority of the respondents (96.2%) disagreed to the idea that the college has an income-generating programme for economic self-sustainability, for example, in food production and only 3.8% were not sure about the idea. This means that since the college has no income generating activities, it becomes hard for some of the students to sustain themselves economically at the college. Majority of the respondents (63.9%) were not sure about the idea whether the college self-sustainability programs attracts students to enroll for teacher training with 13.6% disagreeing and only 22.5% agreeing with idea. The findings above mean that economic issues like expecting employment after the course, income generating activities at the college, parents' level of income among others have a bearing on why students enroll in Buloba College but these issues don't heavily impact their enrolment levels in the college.

In an interview with one of the students on why he joined Buloba College, she was quoted saying;

> *"*One of the factors that pushed me to join the college is that people say that there are available jobs for teachers in primary schools. I had to use my savings during vacation as part of my funding for my studies of course knowing that after my studies, I will be able to get a job. After sharing with many of friends in the college, they seem to have the same feeling about it".

The interview therefore confirms that some economic issues such as getting employed after the college push many students to enroll in Buloba College. This therefore implies that expectation of employment among most students affects the levels on enrolment in most colleges.

It should be noted however that the majority of the respondents, 100% were in agreement that most of the students expect immediate employment after training through this college. This is an indication that however much students expect immediate employment after the college; there are other factors which hinder their enrolment in the college despite their desire to be employed after the course.

The above findings mean that economic factors like expectation of employment, lower costs of living in the college and some income generating activities positively impact the levels of enrolment in Buloba college but other issues like lower levels of incomes on the side of parents have made many students miss out on enrolment because they cannot fund their studies effectively until the end of the course.

Hypothesis Testing

This study had three hypotheses, which the researcher tested by using correlation correlations. Bivariate correlations (Pearson Correlation Coefficients with two-tailed test of significance) where calculated as a preliminary check of hypotheses between economic factors and student enrolment and the results are set out in table 8 below.

Table 8: Correlation between Economic issues and Student enrolment in Buloba PTC

Correlations

		Economic Issues	Student Enrollment in Buloba PTC
Economic Issues	Pearson Correlation	1	.589*
	Sig. (2-tailed)		.011
	N	133	133
Student Enrollment in Buloba PTC	Pearson Correlation	.589*	1
	Sig. (2-tailed)	.011	
	N	133	133

The Table further shows that there is a moderate positive relationship between economic issues and student enrolment, given by Pearson's correlation coefficient of 0.589. The relationship is statistically significant at 95% confidence level (2-tailed) as the p-value is less than 0.025 (=0.000). The above findings mean that economic factors like expectation of employment, lower costs of living in the college and some income generating activities positively impact the levels of enrolment in Buloba College.

Hypothesis number 2: Economic factors have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

The research findings show that there is a statistically significant relationship between economic issues and student enrolment ($r=0.589$, p-value< 0.025 ($=0.000$)). This implies that improvement in economic issues translates into improved student enrolment in Buloba PTC. Findings from regression analysis further indicate that economic issues have a significant effect on student enrolment in Buloba PTC ($\beta=0.560$, $t=8.635$ $p<0.05$ ($=0.000$)). This means that there is a causation implied relationship between economic issues and student enrolment. The researcher therefore accepted hypothesis number 2, which was stated as thus**:** Economic factors have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

4.4.3Academic factors and Student-enrolment in Teacher Training colleges

In order to understand the attitudes and perceptions of the respondents on academic factors, so as to assess whether they influence student enrolment in Teacher Training colleges in Uganda, the researcher used statements or items on the questionnaire, to which the respondents were required to show their level of agreement or disagreement. Table 9, is a summary of the findings.

Table 9: Showing views of respondents on Academic factors

Statement measuring academic factors	SD	D	N	A	SA
The college has adequately trained and experienced teaching and non-teaching staff	0(0%)	0(0%)	0(0%)	24(18.1%)	109(81.9%)
The college has modern academic facilities like a library, computer laboratory for effective teaching and learning	31(23.3 %)	47(35.3%)	43(32.3%)	8(6.1%)	4(3%)
The college has modern recreational facilities for games, sports, and entertainment	18(13.5%)	91(68.4%)	0(0%)	15(11.3%)	9(6.8%)
Adequately trained and experienced teaching and non-teaching staff attract new students to enroll in the college	14(10.5%)	7(5.3%)	85(63.9%)	11(8.3%)	16(12%)

Source: Primary data from field study

On the variable of academic factors, majority of the respondents (100%) agreed to the idea that the college has adequately trained and experienced teaching and non-teaching staff whereas 56.4% disagreed to the idea that the college has modern academic facilities like a library, computer laboratory for effective teaching and learning and they attract students and 79.1% disagreeing that the college has modern recreational facilities for games, sports, and entertainment. This means that recreational and educational facilities play a significant role in enhancing student enrolment in Buloba Primary teachers College.

In an interview with the one of the tutors, he was quoted saying;

> "Buloba College has well trained teaching and non teaching staff as well as the good educational facilities like library, computer laboratory among others but as far as I know, these facilities can entice a student to like the college and apply to join. Some students like sports and recreational facilities, so when they selecting an institution to join, what comes first is these facilities".

The interview means that students like to join institutions that have facilities in place ranging from both educational and recreational, an indication that poor facilities lead to lower college enrolment and vice versa.

Furthermore, 61.7% were not sure whether it is the adequately trained and experienced teaching and non-teaching staff attract new students to enroll in the college or not but 19.6% agreed that adequately trained and experienced teaching and non-teaching staff attract new students to enroll in the college with 15.8% disagreeing with the idea. The above findings mean that students are attracted to an institution of higher learning by the quality of the facilities in place ranging from teaching and non-teaching staff, recreational and sports facilities as well as educational facilities like libraries, laboratory among others.

Hypothesis Testing

This study had three hypotheses, which the researcher tested by using correlation. Bivariate correlations (Pearson Correlation Coefficients with two-tailed test of significance) where calculated as a preliminary check of hypotheses between academic factors and student enrolment and the results are set out in table 10 below.

Table 10: Correlation between Academic factors and Student enrolment in Buloba PTC

Correlations

		Academic Factors	Student Enrollment in Buloba PTC
Academic Factors	Pearson Correlation	1	.556
	Sig. (2-tailed)		.019
	N	133	133
Student Enrollment in Buloba PTC	Pearson Correlation	.556	1
	Sig. (2-tailed)	.019	
	N	133	133

The Table further shows that there is a moderate positive relationship between academic factors and student enrolment, given by Pearson's correlation coefficient of 0.556. The relationship is statistically significant at 95% confidence level (2-tailed) as the p-value is less than 0.025 (=0.000). The table further shows that there is no multi-co linearity between the independent variables except between academic factors and social issue, given r=0.737 and p<0.0025(=0.000).The above findings mean that students are enticed to enroll in Buloba because of the favorable academic factors ranging from good recreational and academic facilities, adequately trained staff among others since the correlation shows a positive relationship between these academic factors and student enrolment. This implies that having good facilities in a college lead to increased student enrolment in colleges, Buloba in particular.

Hypothesis number 3: Academic factors have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

The research findings show that there is a statistically significant relationship between academic factors and student enrolment (r=0.556, p-value< 0.025 (=0.000). This implies that improvement

in academic factors translates into improved student enrolment in Buloba PTC. Findings from regression analysis further indicate that academic factors have a significant effect on student enrolment in Buloba PTC (β=0.713, t=8.429p<0.05 (=0.000). This means that there is a causation implied relationship between academic factors and student enrolment. The researcher therefore accepted hypothesis number 3, which was stated as thus**:** Academic factors have a positive influence on student-enrolment in Primary Teachers' Colleges in Uganda.

4.4.5 Multi-linear regression

The hypotheses were tested using multiple linear regression analysis. The justifications for using multiple linear regression analysis were that this was a prediction study with many variables and multiple linear regression analysis provides net effects and explanatory power in form of Adjusted R square. Level of significance was set at less than or equal to 0.05. Using the Enter method, a statistically significant model emerged. The model summary is presented in table 11.

Table 11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.761	.579	.569	.31649

The model summary in table 11 above shows that the coefficient of determination (Adjusted R Square) is 0.569. This implies that this model accounts for 56.9% of the variance in student enrolment in Buloba PTC. This could be attributed to the fact that student enrolment has far more factors that influence it than what the study has undertaken.

To assess the overall significance of the model, analysis of variables (ANOVA) was done and the results presented in table 12.

Table 12: Analysis of Variables (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.762	3	5.921	59.109	.000[a]
	Residual	12.921	129	.100		
	Total	30.683	132			

a. Predictors: (Constant), Academic Factors, Economic Factors, Social Factors
b. Dependent Variable: Student Enrollment

In determining whether a model is significant, the decision rule is that the calculated *p*-value (level of significance) must be less than or equal to 0.05. Since the calculated *p*-value of 0.000is less than 0.05, the model was found to statistically significant (F=59.109, df= 3, $p<0.05$ (=0.000). A statistically significant model means that at least one of the predictor variables (Social Issues, Economic Issues, Academic Factors) has a significant influence or effect on the dependent variable (Student Enrollment).

To determine which of the predictor variables were significant; the researcher examined the standardized beta coefficients (which measure the contribution of each variable to the model), the t values and significance values which give rough indication of the impact of each predictor variable. These are presented in table 13 below.

Table 13: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.774	.189		4.087	.000
	Social Issues	-.544	.099	-.490	-5.492	.000
	Economic Issues	.509	.059	.560	8.635	.000
	Academic Factors	.645	.077	.713	8.429	.000

a. Dependent Variable: Student Enrollment

The decision rule for multi linear regression is that the t value must not be close to 0 and the *p*-value must be less than or equal to 0.05. The table above shows that the p-values for the Constant, Social Issues, Economic Issues and Academic Factors are each less than 0.05 and there t values not close to zero (0). This shows that the Constant, Social Issues, Economic Issues and Academic Factors have a significant effect on Student Enrollment in Buloba PTC.

Regression analysis above shows that Student Enrolment was treated as the dependant variable whereas Social, Economic and Academic Factors) were the independent sub-variables. The hypothetical regression model that guided by the multiple regression equation shown below;

$$Y= \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots + \beta n Xn$$

Where: Y is the dependent variable (Student Enrolment), "α" is a regression constant; $\beta_1, \beta_2, \beta_3$ and β_n are the beta coefficients; and X_1, X_2, X_3, and Xn are the independent (predicators) variables. Therefore, standardized beta coefficients were substituted in the hypothesized regression equation and Student Enrolment can be predicated as:

$$Y= .774 - .490\ X_1 + .560\ X_2 + .713 X_3$$

Where:

Y is Student Enrolment; .774 is a regression constant, X_1, is Social FactorsX_2, is Economic Factors X_3 is Academic Factors.

The values show that each of the factors has an effect on student enrolment in Buloba PTC implying that a change in any of the factors automatically has an effect on student enrolment. The findings also confirm that 57.9% of the changes in student enrolment (R Square) is

explained by the social, economic and academic factors above and the remaining 42.1% is explained by other factors not examined in this study.

4.5 Conclusion

The findings in chapter four show that it is basically economic, social and academic factors which tend to affect student enrolment in Buloba Primary Teachers College meaning that favorable economic, social and academic factors increase student enrolment and vice versa. The chapter therefore translates to chapter five which gives the summary of findings, discussion, conclusion and recommendations about the study.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study assess the factors that influenced student-enrollment in Buloba Primary teachers college in Uganda This chapter presents the summary, discussions, conclusions and recommendations for the study.

5.2. Summary of the findings

5.2.1 Social factors and student-enrolment in Primary Teachers Colleges.

The study revealed that there was positive significant relationship (0.299) between social factors and student enrolment in primary teacher colleges in Uganda. This implies that improvement in social factors leads or translates into an improvement in student-enrolment. Similarly, a decline in social factors leads or translates into a decline in student-enrolment.

5.2.2 Economic factors on student-enrolment in PTC

Furthermore, the study also revealed that there was moderate positive and significant relationship (0.589*) between economic factors and student-enrolment meaning that favorable economic factors increase student enrolment in primary teacher colleges and vice versa.

5.2.3 Academic factors and student-enrolment in PTC

The study also showed revealed that academic factors had a positive relationship (0.556) with student-enrolment in primary teacher colleges in Uganda. This means that favourable academic factors in teacher colleges attract more students to be enrolled and vice versa.

5.3 Discussion of the findings

In this section the researchers discusses the findings of the study according to the study objectives

5.3.1 Social factors and Student-enrolment in Primary Teacher Colleges

The findings got indicate that social factors have a positive relationship with student enrolment in Primary Teacher Colleges in Uganda. The findings are in agreement with scholars such as Lapan et al, (2011) who indicated that in high schools in America, those schools with one counselor for 250 students had better graduation and school attendance rates and lower disciplinary incidents.

Findings revealed that enrolment was not dependent on a strong home education background but rather on the interest in joining the teaching profession. The findings are in agreement with Disiye et al, (2001) who also pointed out that most students go to school despite the home background and status but the desire to be in school makes them have the zeal to always attend school.

Most of the respondents were in agreement that there is a religious preference for Christian students to enroll into the college than other religions. This perhaps explains why there are challenges in enrolment because students from other religions like Muslims are not preferred to enroll in Buloba PTC. The findings are complemented by the interview which also pin points that religious preference reduces student enrolment in Buloba. This in agreement with Mallis and Well, (1997) who reported that discriminatory tendencies regarding gender, race, religion, ethnic background in schools and higher institutions of learning makes students hate attending schools and end up dropping out.

The above finding means that religion negatively impacts student enrolment in Buloba PTC given that preference is given to Christian students, thus it pushes away students of other religious backgrounds, which reduces the level of enrolment in the college. Generally, social issues like religious affiliation were found to be a determinant on student enrolment levels in Buloba given that the college prefers those from Christian backgrounds but other issues like gender, family education background as well as interest of students in the joining the teaching profession had not serious impacts on the levels on enrolment in Buloba college.

The findings by Jeffery (2013) found out that social factors have a strong, positive and significant relationship with student enrolment in schools in America but this study is slightly in contrast with his findings because it points out a weak positive relationship between social issues and enrolment of students in Buloba Primary Teachers College.

5.3.2 Economic factors on student-enrolment in Buloba Primary Teacher Colleges

The findings got indicate that economic factors have a moderate positive relationship with on student-enrolment in Primary Teacher Colleges in Uganda. The findings are therefore in agreement with Jeffery (2013) who reported that there was a positive relationship between the school facilities and the academic performance of students. He said that department of education in the United States estimated the average functional age of school buildings and found that it was supposed to be sixteen years.

The study findings revealed that the parents' to the students in Buloba PTC didn't have high levels of income for most students which means that students fail to enroll in the college of their parents fail to raise the funds for the studies. The findings are in agreement with Jeffery (2013)

who argued that low enrolment in schools is due to high poverty levels in families as well as the low levels of income in such households.

Furthermore, it was also evident that majority of the student enroll in the college expecting employment immediately after the course and because the cost of living is affordable. The findings are in line with Tanner,(2009) who argued that students enroll in higher institutions of learning well aware that they will get jobs after graduating and this acts as a motivator for most of them to get enrolled in such institutions.

The findings showed that economic issues like expecting employment after the course, income generating activities at the college, parents' level of income among others have a bearing on why students enroll in Buloba Primary Teachers College but these issues don't heavily impact their enrolment levels in the college. The findings are in agreement with Kumar and Johnson,(2008) who argued that economic hurdles facing most students in higher institutions of learning hinder their academic progress as well as their first enrolment in their studies.

5.3.3 Academic factors and Student-enrolment in Primary Teacher Colleges

The findings got indicate that academic factors have a moderate positive relationship with student-enrolment in Primary Teacher Colleges in Uganda. In agreement with the study by Trudea and Shepherd,(2008) who ascertained that physical facilities in schools could positively boost academic performance as well as acting as a motivator for them to join certain schools over others.

The study revealed that recreational faculties may encourage students to enroll in Buloba PTC and there was a moderate positive relationship between the school environment and the

enrolment of students. This is supported by the findings by Kumar and Johnson, (2008) who also attributed school enrolment of the students to the school ambience which also determines behavior and behavior no doubt determines academic performance. The only difference is that Kumar and Johnson, (2008) who used a quasi-experimental study yet the researcher in this study used a cross sectional design for the study.

The study in Buloba Primary teachers college revealed that academic factors like facilities, instructors and recreational facilities positively impact student enrolment in colleges. This is agreement with Tennant,(2005) who also found out a very strong and significant relationship between academic factors especially facilities, instructors and recreational facilities and student enrolment in schools which had these facilities. This study however found out that the relationship is just weak but positive which may be attributed to the geography of the study as well as the socio-economic development of the country where it was carried out.

5.4 Conclusions

The study made the following conclusions;

5.4.1 Social factors and student-enrolment in Primary Teachers' Colleges in Uganda

The study concluded that social factors positively and significantly affect student-enrolment in Buloba Primary Teachers' College in Uganda. This therefore implies that if social factors are improved, the student enrolment in Primary Teacher Colleges will consequently improve. Therefore there is need for improved social factors in the College to enhance student enrolment.

5.4.2. Economic factors and student-enrolment in Primary Teacher Colleges

The study concluded that economic factors significantly affect student-enrolment in Primary Teacher Colleges in Uganda. This therefore implies that if economic factors are improved, the student enrolment in Buloba Primary Teachers' College will consequently improve. Therefore there is need for improved economic factors in the College to enhance student enrolment.

5.4.3. Academic factors influence student-enrolment in Primary Teacher Colleges

The study concluded that academic factors significantly affect student-enrolment in Primary Teacher Colleges in Uganda. This therefore implies that if academic factors are improved, the student enrolment in Primary Teacher Colleges will consequently improve. Therefore there is need for improved academic factors in the College to enhance student enrolment.

5.5 Recommendations

The study made the following recommendations in relation to findings and conclusions

5.5.1 Social factors and student-enrolment in PTC

There needs to be an amendment in the enrolment policy of the college regarding religious affiliation such that students from all religions are free to apply and be admitted to the college. This will boast the number of students applying in the college.

5.5.2. Economic factors on student-enrolment in PTC

The study recommends that individuals, units and areas across a college including institutional research, admissions, registration, marketing, publications, advertising, faculty, financial aid and orientation should be included in the enrollment management plans or design at an institution.

5.5.3. Academic factors and student-enrolment in PTC

The study recommends that the ministry of education and school administrations should appreciate the fact that school environment significantly contributes to academic performance and therefore invest in the colleges to get better results in the long run.

The study recommends that college sports and games activities should not only focus on winning trophies but also try to embrace sports for good health and improved academic performance. Consequently, the college should invest in the sports equipment as much as they invest in other programs like libraries and laboratories.

5.6. Limitations of the study

Although this research was carefully prepared, it had some short comings. The following were the study limitations:

First of all, the research was conducted in only one College. Other Colleges were not at all involved in the study mostly due to cost implications which means the study did not bring out the situation in the rest of the colleges.

Secondly, the research targeted only the primary teachers' colleges. Other colleges including commercial and technical were not taken care of.

5.7. Areas for further research

Further Research should be done on:

The study concentrated on counseling, school environment, physical exercise and academic performance in Buloba College. However other factors like school management, financial resources availability, material resources availability, influence of government policies and local

political leadership in the management of schools were not part of this study. These are possible areas of further research. Specifically the following should be further study perspectives;

1. Examining the effect of school management styles on student enrolment.

2. Examining the effect of financial resources on student enrolment

3. Establishing the effect of government policies on student enrolment

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APPENDIX 1: QUESTIONNAIRE FOR THE TUTORS

Dear Respondent,

It has been observed from the College records that student-enrolment into the college academic programmes has declined since 2008. This study is therefore being carried out to find out the "factors influencing student-enrolment at Buloba Primary Teachers' College"

As one of the selected respondents, please provide the needed information for this study. This information will be kept confidential and used for academic purposes only. The results and recommendations from this study will be beneficial to the staff and management of this college in attempt to enroll more students in its academic programmes.

Thank you.

Yours Sincerely

FLORENCE BABIRYE SENFUMA

11/MIML/1/017

INSTRUCTIONS

Answer the questions below by ticking the most appropriate box labeled as SD = Strongly Disagree; DA = Disagree; N = Neutral; A = Agree; and SA = Strongly Agree.

Part A: Social issues influencing student-enrolment in Buloba PTC

Statement	SD	D	N	A	SA
Most of the students have a strong home education background					
This education background encourages students to enroll into the college					
Most of the students are interested in joining the teaching profession					
This interest encourages students to enroll into the college					
There is a gender preference for female students to study in this college					
This gender preference encourages more female students to enroll into the college					
This religious preference for Christian students to enroll into the college					
This religious preference encourages more Christian students to enroll into the college					

Part B: Economic issues influencing student-enrolment in Buloba PTC

Answer the questions below by ticking the most appropriate box labeled as SD = Strongly Disagree; DA = Disagree; N = Neutral; A = Agree; and SA = Strongly Agree.

Statement	SD	D	N	A	SA
Generally all parents‟ have high Levels of income for most students in this college					
This high come level for most parents encourages students to enroll into the college					
The cost of living in the college is affordable by most of the students					
The cost of living in the college encourages many students to enroll into the college					
Most of the students expect immediate employment after training through this college					
The immediate employment expectation for after training encourages many student to enrolment into the college					
The college has an income-generating programme for economic self-sustainability, e.g. in food production					
The College self-sustainability programme attracts students to enroll for teacher-training					

Part C: Academic facilities influencing student-enrolment in Buloba PTC (teaching staff, and academic infrastructure)

Answer the questions below by ticking the most appropriate box labeled as SD = Strongly Disagree; DA = Disagree; N = Neutral; A = Agree; and SA = Strongly Agree.

Statement	SD	D	N	A	SA
The college has adequately trained and experienced teaching and non-teaching staff					
Adequately trained and experienced teaching and non-teaching staff attract new students to enroll in the college					
The college has modern academic facilities like a library, computer laboratory for effective teaching and learning					
The modern academic facilities attract new students to enroll in the college					
The college has modern recreational facilities for games, sports, and entertainment					
The modern recreational facilities attract new students to enroll in the college					

Thank you

APPENDIX 2: INTERVIEW SCHEDULE FOR THE MEMBERS OF THE BOARD OF GOVERNORS

Dear .....

It has been observed from the College records that student-enrolment into the college academic programmes has declined since 2008. This study is therefore being carried out to find out the "factors influencing Student-enrolment at Buloba Primary Teachers' College."

As one of the selected respondents, please provide the needed information for this study. This information will be kept confidential and used for academic purposes only. The results and recommendations from this study will be beneficial to the staff and management of this college in attempt to enroll more students in its academic programmes.

Thank you.

Yours Sincerely
FLORENCE BABIRYE SENFUMA
11/MIML/1/017

QUESTIONS

1.Are students in the community interested joining the teaching profession?

2.Are they attracted to train for the profession through this college?

3.What is the general education level of the parents for the students in the college?

4.Do the parents in the community similarly encourage their children to be educated through this college?

5.Was this college originally intended for male students, female or co-education?

6.Does this gender preference influence student-admission into the college?

7.What is the general parents‟ level of income for most students in this college?

8.In what ways does this economic status influence their children's interest to be admitted into the college?

9.Do parents find it expensive to send their children into this college?

10.In what ways does the cost of living influence new students wishing to join the college?

11. Do students expect immediate employment after training in through this college?

12. In what ways does success or failure to be employed influence new students wishing to join the college?

APPENDIX 3: FOCUS GROUP GUIDE FOR STUDENTS

Introduction

You are welcome to this discussion. It is about the influence of social, economic, and academic factors on student-enrolment in Buloba Primary Teachers‟ College. Feel free to express your views on the issues you will be asked. You do not need to mention your names.

The information you will provide is to be used for academic purposes only and kept confidential. It will help this college to get more students. Once again you are welcome to the discussion.

Questions

1.For how long has each of you been in this college?

2.What attracted you to join this college?
Was it:
(a)Interest to join the teaching profession?
(b)Valuing education by your parents or relatives?

3.(a) What is the general education level of your parents?
(b)Does it encourage you to get trained as well and be teachers?

4.(a) What is the general attitude of the community towards students joining this college?
(b)Do you feel encouraged by this community to be in the college?

5.(a) Do you find it convenient to study as male and female students?
(b)Would this college get more students if it were for either male or female students?

6.(a) What is the general income at home?
(b)Does it encourage you to get trained as well and be teachers?

7.(a) Do you find the cost of your studies in the college affordable or too expensive?
(b)How does this affect your stay in the college?

8.(a) Do you expect immediate employment after completing your studies?
(b)How would immediate employment influence other students wishing to join this college?

9.(a) Are the admission requirements conducive for you to join the college?
(b)In what ways do they scare other prospective students from joining the college?

10.(a) Do the facilities in the college attract you to study from this institution?
(b)What do people in the community comment about the facilities of this college?

11.(a) Are the social-welfare services like accommodation, meals, health and recreation attracting students to join the college?
(b)What is wrong in the college life preventing students from joining the college?

12.(a) What else do you think attracts students to this college?
(b)What else do you think prevents new students from joining this college?

THANK YOU FOR YOURCONTRIBUTION