

PERCEPTIONS OF ENROLLMENT FACTORS IN UGANDA CHRISTIAN UNIVERSITY

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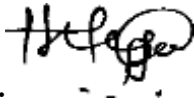


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DECLARATION

I, Nassanga Halima declare that this is my original work and it has never been submitted to any institution for the award of diploma, a degree or masters.

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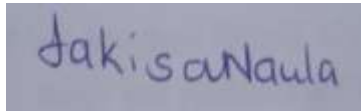
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APPROVAL

This dissertation entitled” Perceptions of student enrollment factors in Uganda Christian University” has been done under my supervision and it is ready for submission.

A rectangular box containing a handwritten signature in blue ink that reads "Jakisa Owor".

MARY JAKISA OWOR, (PHD)

March 7, 2026

DEDICATION

I dedicate this dissertation to my beloved family, whose unwavering support, patience, and encouragement have been my foundation throughout this journey. To my loving husband, for his endless sacrifices and belief in me and to my friends, for their understanding and constant motivation.

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“God be praised forever”

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Scope of the Study	5
1.6.1 Content scope	5
1.6.2 Time scope.....	5
1.7 Significance of the Study.....	5
1.8 Justification of the study	6

1.9 Conceptual Framework.....	7
1.10 Chapter summary	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.0 Introduction.....	8
2.1 Influence of institutional factors on enrollment at Uganda Christian University	8
2.2 Effect of academic-related factors on enrollment at Uganda Christian University	11
2.3 Influence of financial-related factors on enrollment at Uganda Christian University	14
2.4 Research gap.....	18
2.5 Chapter summary	19
CHAPTER THREE.....	20
METHODOLOGY.....	20
3.0 Introduction.....	20
3.1 Research Design	20
3.2 Target population	20
3.3 Sample Size	21
3.4 Sampling Procedures.....	22
3.4.1 Random sampling techniques	22
3.4.2 Purposive sampling techniques	22
3.5 Data collection Procedures	23

3.6 Data Collection Methods	23
3.6.1 Interview	23
3.6.2. Questionnaire	23
3.7 Data Collection instruments	24
3.7.1 Interview guide	24
3.7.2 Self-administered questionnaires	24
3.8 Data quality control	25
3.8.1 Validity	25
3.8.2 Reliability	25
3.9 Data analysis	26
3.9.1 Quantitative data analysis.....	26
3.9.2 Qualitative data analysis	27
3.10 Ethical Considerations	27
3.11 Limitations of the study and how they were handled	27
3.12 Chapter summary	28
CHAPTER FOUR.....	29
DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	29
4.0 Introduction.....	29
4.2 Demographic characteristics of respondents.....	30
4.2.1 Gender of respondents.....	30

4.2.2 Age of respondents	31
4.2.3 Educational level of the respondents.....	32
4.3 Influence of institutional factors on enrollment at Uganda Christian University. .	33
4.4 Correlation results on influence of institutional factors on enrollment at Uganda Christian University.....	38
4.5 Effect of academic-related factors on enrollment at Uganda Christian University	39
4.6 Influence of financial-related factors on enrollment at Uganda Christian University	47
4.7 Chapter summary	52
CHAPTER FIVE	57
DISCUSSION OF FINDINGS	57
5.0 Introduction.....	57
5.1 Influence of institutional factors on enrollment at Uganda Christian University .	57
5.2 Effect of academic-related factors on enrollment at Uganda Christian University	59
5.3 Influence of financial-related factors on enrollment at Uganda Christian University	62
5.4 Chapter summary	64
CHAPTER SIX.....	65
SUMMARY, CONCLUSION AND RECOMMENDATIONS	65
6.0 Introduction.....	65

6.1 Summary of findings	65
6.1.1 Influence of institutional factors on enrollment at Uganda Christian University	65
6.2 Conclusion.....	67
6.3 Recommendations.....	68
6.3.1 Influence of institutional factors on enrollment at Uganda Christian University	68
6.4 Areas of further study	69
6.5 Chapter summary	69
REFERENCES	71
APPENDIX I: QUESTIONNAIRE	78
APPENDIX II: INTERVIEW GUIDE	82
APPENDIX III: INTERVIEW IDENTIFICATION CODES	83
Appendix IV: Sample Size Determination Using Krejcie and Morgan Table.	84

LIST OF TABLES

Table 1: Influence of institutional factors on enrollment at Uganda Christian University.....	33
Table 2: Correlation results on influence of institutional factors on enrollment at Uganda Christian University.....	39
Table 3: Effect of academic-related factors on enrollment at Uganda Christian University.....	40
Table 4: Correlation results on effect of academic-related factors on enrollment at Uganda Christian University.....	46
Table 5: Influence of financial-related factors on enrollment at Uganda Christian University	47
Table 6: Correlation results on influence of financial-related factors on enrollment at Uganda Christian University.....	52

LIST OF FIGURES

Figure 1: Gender of respondents.....	30
Figure 2: Age of the respondents	31
Figure 3: Education level of respondents.....	32

ABSTRACT

The study investigated the Perceptions of enrollment factors in Uganda Christian University. The objectives of the study were; to examine the influence of institutional factors on enrollment, the effect of academic-related factors on enrollment and to determine the influence of financial-related factors on enrollment at Uganda Christian University. A descriptive study design was used and data was collected using interviews and questionnaires. The study findings on the influence of institutional factors on enrollment at Uganda Christian University revealed that demonstrate that reputation, governance, infrastructure, accreditation, and graduate outcomes collectively play a crucial role in attracting students to the university. The study findings on the effect of academic-related factors on enrollment at Uganda Christian University revealed that program quality, staff competence, learning resources, innovation, and career outcomes collectively shape students' decisions to enroll. The study findings on the influence of financial-related factors on enrollment at Uganda Christian University revealed that affordability, financial aid availability, and flexible financial arrangements collectively shape students' ability and willingness to enroll at the university. The study recommended that the university should strengthen its reputation through quality assurance, accreditation compliance, and strategic branding. Highlighting alumni success and graduate employability will enhance public confidence. Consistent promotion of institutional achievements will help sustain and increase enrollment.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter contains the background information, problem statement, purpose of the study, research objectives, research questions, scope of the study, significance of the study, justification of the study and conceptual framework.

1.1 Background to the Study

Perceptions of enrollment factors in universities have evolved over time in response to global social, economic, and educational developments (Sarfraz et al., 2022). Before the 1900s, enrollment was largely shaped by social class, religious affiliation, and limited access to higher education. Between the 1950s and 1970s, the expansion of higher education systems made academic programs, institutional facilities, and government sponsorship important drivers of enrollment (Yudkevich, 2025). From the 1990s to the present, technology, globalization, institutional reputation, cost of education, and graduate employability has become dominant determinants of enrollment worldwide.

Globally, enrollment has become an increasingly strategic concern for higher education institutions due to changing socio-economic conditions, technological advancements, demographic shifts, and intensified competition (Willis & Yang, 2024). As a result, many universities have adopted strategic enrollment management approaches to align recruitment, admissions, financial aid, and retention practices with institutional objectives (Balayan & Ostreko, 2025).

In Africa, the massification of higher education has expanded access but also intensified competition among institutions for students (Teferra & Altbach, 2004). Uganda's higher education sector has experienced rapid growth since the 1990s, with over 50 licensed public and private universities currently in operation. According to the National Council for Higher Education (NCHE), enrollment increased from about 60,000 in 2000 to over 250,000 by 2020 (NCHE, 2021). However, this growth has recently slowed due to economic constraints, rising tuition costs, program-labour market mismatches, and the effects of the COVID-19 pandemic (Mayanja & Kaguhangire-Barifaijo, 2021).

Private universities in Uganda face particular enrollment challenges because they rely heavily on tuition fees for financial sustainability, unlike public institutions that receive government support (Kasozi, 2009). Fluctuations in enrollment therefore directly affect their ability to maintain academic quality, infrastructure, and staffing levels. Variations in enrollment across universities reflect how institutional and contextual influences shape students' choices, access, and persistence within higher education (Prach, et al, 2024).

Uganda Christian University (UCU), established by the Church of Uganda to provide Christian-based higher education, has grown into a multi-campus institution offering programs in law, business, education, theology, and social sciences. Despite its strong academic reputation and consistent ranking among the top private universities in Uganda (Webometrics Ranking, 2024), recent years have seen declining enrollment, particularly during Advent and Easter semesters. Between 2020 and 2024, full registrations declined even when application numbers remained stable or increased. Institutional challenges related to registration procedures, digital systems, financial

clearance processes, and communication may contribute to this trend (UCU Academic Registry Report, 2023).

Although UCU has introduced interventions such as online admissions, digital marketing, and academic program restructuring, there is limited empirical evidence on how these initiatives influence actual enrollment. This gap necessitates the current study to examine the effect of university facilities on enrollment at Uganda Christian University.

1.2 Statement of the Problem

Enrollment management is a pressing concern for many higher education institutions; particularly private universities whose financial sustainability depends heavily on tuition revenue (Gaston, 2023). Uganda Christian University (UCU) is one of such institutions. Despite being one of the leading private universities in the country, UCU has witnessed persistent challenges in translating admissions into confirmed enrollments and sustained retention. Data from the Academic Affairs Division indicates a worrying trend: each semester, a considerable proportion of admitted students do not proceed to final registration, undermining expected tuition revenues and disrupting budgetary projections (UCU Planning Office Report, 2023).

This phenomenon is not unique to UCU as similar patterns have been observed across private universities in sub-Saharan Africa, where economic hardships, limited access to student financing, and competitive institutional landscapes hinder student conversion rates (Mohamedbhai, 2011). However, UCU's specific context demands a targeted investigation to improve its enrollment among students.

Moreover, the absence of the study on Perceptions of enrollment factors in Uganda Christian University means that institution will remain fragmented, with different departments (admissions, finance, marketing, and academic units) operating in isolation with limited funding. This disjointed approach limits the university's capacity to attract, recruit, enroll, and retain students effectively. Without addressing the underlying factors of the enrollment gap, UCU risks continued financial strain, inefficient resource utilization, and a gradual erosion of its institutional reputation.

1.3 Purpose of the Study

The purpose of this study was to investigate the perceptions of enrollment factors in Uganda Christian University

1.4 Objectives of the Study

This study was guided by the following specific objectives:

- i. To examine the influence of institutional factors on enrollment at Uganda Christian University
- ii. To assess the effect of academic-related factors on enrollment at Uganda Christian University
- iii. To determine the influence of financial-related factors on enrollment at Uganda Christian University.

1.5 Research Questions

- i. What is the influence of institutional factors on enrollment at Uganda Christian University?
- ii. How do academic-related factors affect enrollment at Uganda Christian University?
- iii. What is the influence of financial-related factors on enrollment at Uganda Christian University?

1.6 Scope of the Study

1.6.1 Content scope

The study was limited to Perceptions of enrollment factors in Uganda Christian University specifically addressing the influence of institutional factors on enrollment, the effect of academic-related factors on enrollment and the influence of financial-related factors on enrollment at Uganda Christian University.

1.6.2 Time scope

This study considered a period of 5 years from 2019 to 2024 following Perceptions of enrollment factors in Uganda Christian University.

1.7 Significance of the Study

This research is significant to various stakeholders:

To UCU Management: The findings of this study will provide evidence-based insights on the factors affecting enrollment at Uganda Christian University. Management may use the results to improve recruitment strategies, enhance academic and support services, streamline registration processes, and implement policies that address

enrollment challenges, ultimately boosting student numbers and institutional sustainability.

To Other Private Universities: Other private universities facing similar enrollment challenges may learn from the findings and adopt best practices. The study may provide recommendations to manage enrollment factors, improving student retention and competitiveness in Uganda's higher education sector.

To Policy Makers and Regulators: The insights from this study may inform policies by the government and the National Council for Higher Education (NCHE) to support private universities in addressing enrollment constraints and promoting equitable access to tertiary education.

To Scholars and Academics: This study will add to the literature on enrollment in private universities. It will provide a case study of UCU, offering theoretical, practical, and methodological insights for further research on factors influencing enrollment in higher education institutions.

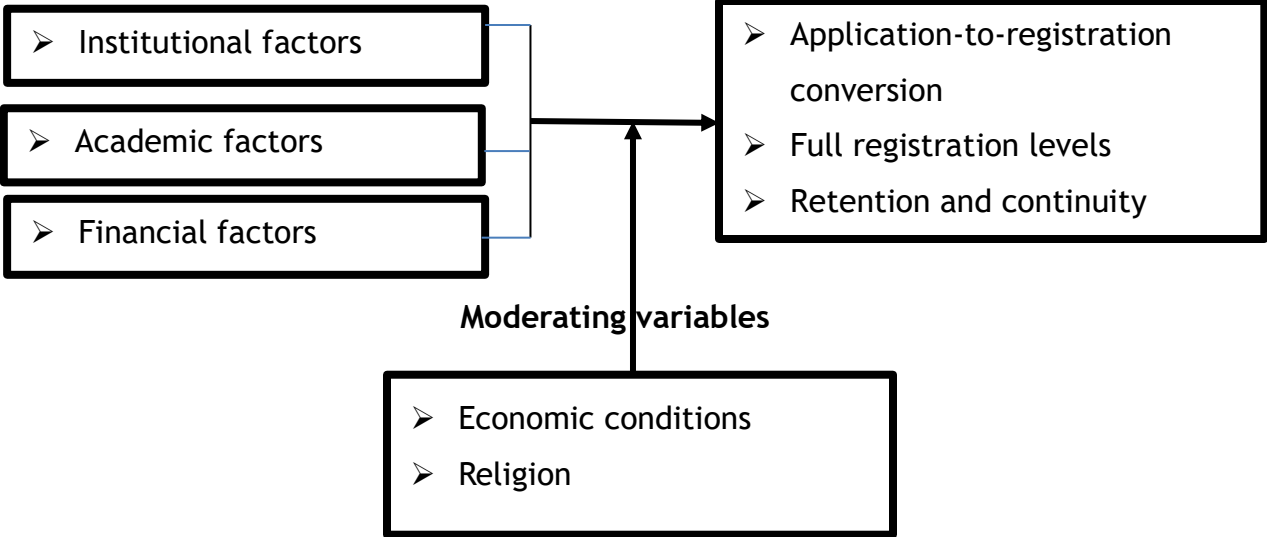
1.8 Justification of the study

This study is justified by the need to understand the factors affecting enrollment at Uganda Christian University, which is crucial for improving recruitment and retention. Examining institutional, academic, and financial-related factors, this research will provide insights into challenges that influence students' decisions to enroll. The findings will guide UCU management in designing effective strategies to enhance enrollment and sustain institutional growth. Additionally, the study will offer evidence for policymakers to support private universities in improving access to higher education.

1.9 Conceptual Framework

Perceptions of enrollment factors (IV)

Enrollment at UCU (DV)



Source: Developed by the Researcher, 2025

1.10 Chapter summary

This chapter has covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, justification of the study and conceptual framework.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter focuses on the review of literature on influence of perceptions of enrollment factors. The literature is structured in accordance with the study objective that is influence of institutional factors on enrollment, effect of academic-related factors on enrollment and influence of financial-related factors on enrollment.

2.1 Influence of institutional factors on enrollment at Uganda Christian University

The institutional factors play a critical role in shaping enrollment in universities, as they influence how prospective students perceive and select higher education institutions (Chhor, et al, 2024). Students often associate strong institutional reputation with quality education and better career prospects, making them more likely to enroll. Accreditation and compliance with national standards assure students that their qualifications will be recognized locally and internationally. Governance and leadership effectiveness also impact the institution's ability to deliver academic programs and maintain quality services (Adole, 2024). Universities with clear strategic plans, transparent policies, and stable leadership attract more students.

The reputation of a university significantly affects enrollment, as students tend to prefer institutions that are well-known for academic excellence (Zufarova, et al, 2022). A strong brand and public image enhance students' confidence in their decision to enroll. Rankings, awards, and media coverage contribute to how a university is perceived both locally and internationally. Positive experiences shared by alumni also enhance institutional reputation and attract more applicants. Conversely, negative publicity, poor management, or controversies can deter prospective students from

applying. In competitive higher education markets, universities invest heavily in marketing and public relations to strengthen their institutional image (Washika, 2025). Reputation, therefore, directly shapes enrollment trends over time.

Accreditation and recognition by national and professional bodies are institutional factors that strongly influence enrollment (Reddy, et al, 2024). Accreditation assures students that programs meet quality standards and that their degrees will be valued by employers. Professional recognition is particularly important in career-oriented programs such as medicine, law, and engineering. Students are more likely to choose universities that comply with national education policies and international benchmarks (Sahlberg, 2023). Lack of accreditation can result in reduced applications and diminished trust in the institution.

Leadership and governance within a university influence its attractiveness to students and staff alike (Ghamrawi, 2023). Transparent administrative processes, effective decision-making, and ethical management build trust and credibility. Universities with strong governance are able to implement policies efficiently, manage resources effectively, and maintain consistent academic standards. Students are attracted to institutions where leadership ensures stability, discipline, and quality education (Damayanthi, & Tukiran, 2025). Poor governance, on the other hand, can result in inefficiency, corruption, and declining enrollment. Leadership also impacts strategic planning for recruitment, infrastructure development, and academic program expansion.

The physical and organizational infrastructure of a university is an institutional factor that affects enrollment decisions (Royadi, et al, 2022). Facilities such as classrooms, laboratories, libraries, hostels, and recreational spaces influence students' comfort and learning experience. Well-maintained infrastructure demonstrates the university's capacity to provide quality education, students are more likely to enroll in institutions with modern, accessible, and safe facilities (Adewusi, & Oguntokun, 2024). Lack of adequate infrastructure can discourage students from registering, even if the academic programs are strong, institutional investment in infrastructure signals commitment to student welfare and academic excellence.

The institutional culture and ethos also affect enrollment in universities for example, faith-based institutions often attract students who identify with the religious values promoted on campus (Williams, 2023). Similarly, universities with strong traditions in academic excellence, research, and extracurricular engagement appeal to students seeking holistic education. Institutions that promote inclusivity, respect, and ethical standards create environments conducive to learning (Walia, 2022). Prospective students are likely to consider campus culture when choosing where to enroll, as it impacts their overall university experience.

Student support services are institutional factors that play a role in enrollment decisions (Srivastava & Dhamija, 2022). Services such as counseling, mentorship, career guidance, financial aid, and health facilities influence students' perception of the university. Institutions offering robust support systems provide reassurance to students about academic and personal well-being. Lack of adequate support services can increase dropout risks and reduce initial enrollment. Students increasingly evaluate

universities based on the availability and quality of these services. Universities that prioritize student welfare are better positioned to attract and retain learners consequently; support services are integral to influencing enrollment (Fasanmi, 2025).

The alumni performance and employment outcomes reflect institutional effectiveness and influence enrollment (Blanco, et al, 2022). Universities whose graduates achieve high employability rates and success in various careers attract more applicants. Alumni networks also create opportunities for mentorship, internships, and job placements, enhancing the value of the education offered. Institutions with strong graduate outcomes demonstrate credibility and reinforce students' trust in their programs (Little & Green, 2022). In contrast, poor graduate performance or limited career opportunities can negatively affect enrollment.

2.2 Effect of academic-related factors on enrollment at Uganda Christian University

Academic-related factors are key determinants of enrollment in universities, as they directly impact the quality of education and students' career prospects (Bikamo, 2023). The variety and relevance of academic programs offered attract students seeking courses aligned with their interests and job market needs. Universities that provide specialized, in-demand programs, such as medicine, law, engineering, and information technology, tend to draw higher enrollment. Program flexibility, including part-time, online, and evening classes, also broadens access. Curriculum quality and alignment with professional standards assure students of valuable learning outcomes (Meng, 2023).

The quality of teaching staff is an academic-related factor that strongly affects enrollment (Kosnin, 2024). Highly qualified lecturers with advanced degrees, industry experience, and research output enhance the learning experience. Students are more likely to enroll in universities known for competent and supportive faculty members. Conversely, institutions with limited or underqualified academic staff may experience lower enrollment as students seek better educational opportunities elsewhere (Orim & Glendinning, 2023). Teacher effectiveness also affects student satisfaction, retention, and academic success. Continuous faculty development and training further reinforce the university's academic reputation.

Research opportunities and academic resources influence enrollment by enhancing the institution's attractiveness (Fakhrudin, et al, 2024). Universities that provide laboratories, libraries, online databases, and research grants enable students to engage in advanced learning and scholarly work. Such opportunities are particularly important for postgraduate and research-focused programs. Students are drawn to institutions where they can develop practical skills, critical thinking, and professional competencies (Dumitru & Halpern, 2023). Limited research facilities or outdated resources can discourage enrollment, academic resources signal institutional commitment to quality education.

Curriculum relevance and program accreditation are central academic factors affecting enrollment (Reddy, et al, 2024). Students prefer programs that meet national and international accreditation standards and align with labor market needs. Accredited programs assure students that their degrees will be recognized by employers and professional bodies. Universities that regularly review and update curricula to

incorporate emerging trends and skills remain competitive. Outdated or irrelevant curricula may lead to lower enrollment, as graduates may struggle to find employment (Yahui & Dagogo, 2025). Academic rigor combined with market relevance therefore significantly shapes students' choice of institution.

Class size and student-to-teacher ratios influence the learning environment and can affect enrollment (Sanz, 2025). Smaller class sizes provide more individualized attention, better interaction with faculty, and enhanced academic support. Large classes, on the other hand, may reduce engagement and hinder learning outcomes. Prospective students consider class sizes when selecting universities, as smaller ratios often indicate quality teaching and better academic performance (Hallaq, 2024). Institutions that manage optimal class sizes create a positive perception among students.

The availability of academic support services, such as tutoring, mentorship, and career guidance, also affects enrollment (Tekir & Okçu, 2023). Universities that offer these services help students adapt to academic challenges and achieve their learning goals. Support services improve student retention, satisfaction, and overall academic performance. Prospective students are more likely to enroll in universities that provide comprehensive academic support. Lack of such support can increase dropout rates and discourage enrollment (Papanai & Poolkrajang, 2025). Hence, academic-related support mechanisms play a vital role in influencing enrollment in higher education institutions.

The innovative teaching methods and use of technology in learning impact students' enrollment choices (Ralph, et al, 2022). Institutions that integrate e-learning platforms,

smart classrooms, and online resources provide flexible and modern education. Blended learning approaches enable students to access education even remotely, making programs more attractive. Universities that fail to adopt contemporary teaching methods may lose students to more technologically advanced competitors. Modern instructional strategies enhance engagement, knowledge retention, and academic performance (Pandey, et al, 2024).

The perceived employability of graduates reflects the effectiveness of academic programs and affects enrollment (Byrne, 2022). Students prefer universities whose programs equip them with skills relevant to the job market. Career-oriented programs with internships, industry partnerships, and practical training increase student confidence in their future prospects, poor graduate outcomes or limited professional exposure can reduce enrollment interest (Hu & Wang, 2024). Universities that actively connect academics to employability trends enhance their appeal. Consequently, academic-related factors that improve students' career readiness are crucial in shaping enrollment patterns.

2.3 Influence of financial-related factors on enrollment at Uganda Christian University

Financial-related factors significantly influence enrollment in universities because the cost of education is often a primary consideration for prospective students (Duarte, 2025). Tuition fees, registration costs, and other academic expenses determine whether students can afford to enroll and continue their studies. Higher tuition costs may discourage qualified students from applying, especially those from low- or middle-income households. Conversely, affordable fees or flexible payment plans attract more

students and the financial factors interact with scholarship availability and financial aid programs, shaping students' decisions (Strait, 2024).

Availability of scholarships and bursaries plays a major role in influencing enrollment decisions (Khosro, et al, 2024). Students from economically disadvantaged backgrounds often rely on such financial support to pursue higher education. Universities that offer merit-based or need-based scholarships are more attractive to prospective students. Scholarships not only increase access but also enhance diversity within the student body. Conversely, limited or highly competitive scholarships may restrict enrollment from certain groups (Zheng & Shi, 2025). Financial support programs signal the institution's commitment to inclusion and equity as such, scholarship availability strongly affects students' ability to enroll and remain in university programs.

Student loan schemes also impact enrollment by enabling access to higher education for those who cannot afford upfront payment (Chiramba & Ndofirepi, 2023). Government-backed or private loan programs provide a mechanism for students to pay tuition over time, reducing financial barriers. Universities that facilitate loan access encourage enrollment from a broader socioeconomic base. However, high-interest rates or complex repayment terms may discourage students from using loans (Boatman, et al, 2022). The perception of debt burden influences students' choice of institution and program thus, the presence and accessibility of student loans play a critical role in determining enrollment patterns.

Additional costs, such as accommodation, textbooks, transport, and other living expenses, influence students' decisions to enroll (Byrne, 2022). Students often consider

the total cost of attending a university, not just tuition fees. Universities located far from home or in high-cost areas may face enrollment challenges among students with limited financial means. Institutions that provide affordable accommodation or subsidized resources can attract more students, financial planning and transparency in costs improve students' confidence in the university (Zheng & Shi, 2025).

Flexible payment plans are an institutional strategy that influences enrollment. Universities that allow installment payments for tuition and other fees reduce financial pressure on students and parents (Fasanmi, 2025). This flexibility encourages enrollment by making education more manageable for families with constrained incomes. Conversely, rigid payment schedules may lead to delayed registrations or reduced enrollment numbers and flexible financial arrangements signal institutional responsiveness to student needs (Kosnin, 2024).

Financial aid counseling and guidance also affect enrollment by helping students and parents understand available funding options (Zheng & Shi, 2025). Universities that provide clear information on scholarships, loans, and payment plans reduce uncertainty and financial anxiety. Students are more likely to enroll when they are confident in their ability to meet financial obligations. Lack of guidance may result in missed opportunities for financial support, discouraging enrollment. Institutional support in navigating financial options promotes access, inclusion, and retention (Williams, 2023).

Economic conditions and inflation influence students' ability to afford university education, highlighting the broader financial context of enrollment (Blanco, et al, 2022). When the cost of living rises or household incomes decline, fewer students can

pay for tuition and associated expenses. Universities must consider these external factors when planning fees and financial support programs. Institutions that adjust financial policies to accommodate economic challenges maintain steady enrollment. Conversely, ignoring economic realities may result in declining student numbers (Byrne, 2022).

The perceived value for money of a university education affects enrollment by influencing students' willingness to invest in higher education (Chiramba & Ndofirepi, 2023). Students assess whether the quality of teaching, facilities, and career prospects justifies tuition fees and other costs. Universities that provide high-quality programs with strong employability outcomes attract more students despite higher fees. Those with poor value propositions may experience low enrollment, even if fees are affordable (Hu & Wang, 2024). Transparent communication about costs and benefits strengthens trust and enrollment.

According to Kimani, & Obwatho, (2020) carried out the study on the influence of social media marketing on student enrolment among private universities in Kenya. *Journal of Marketing and Communication*, 3(1), 76-94. This study was carried out among private universities in Kenya to determine how social media marketing affects enrollment. Using a descriptive research design with questionnaires administered to 139 respondents, the study found that the use of social media platforms like Facebook, Snapchat, and YouTube positively influenced enrollment decisions by improving communication and reducing costs. The authors concluded that investment in social media marketing could further enhance recruitment outcomes.

Muleke, & Murugu, (2025) carried out the study on social media marketing influence on private university enrollment decisions in Kenya. *International Journal of Latest Technology in Engineering, Management & Applied Science*, 14(9), 821-829. Conducted across three private universities in Kenya, this research employed a survey design with a stratified random sample of 375 undergraduate and postgraduate students. Results showed that digital marketing strategies, especially social media, significantly improved enrollment decisions, recommending that universities strengthen their online promotional approaches.

Gyamfi, et al, (2018) carried out the study on the influence of tuition fees on the choice of university among senior high school graduates in Kumasi, Ghana. *International Journal of Business and Management*, 11(12), 222-234. In this Ghana-based study, researchers used a descriptive approach with questionnaires completed by 335 final-year high school students. Findings indicated that tuition fees and related costs significantly influenced students' choice of university programs, with program characteristics (product) and procedural elements being key determinants of enrollment decisions.

2.4 Research gap

Although previous studies by Kimani and Obwatho (2020), Muleke and Murugu (2025), and Gyamfi et al. (2018) have examined the influence of social media marketing and tuition fees on enrollment decisions, these studies were conducted outside the context of Uganda Christian University and focused on isolated factors. Most of the studies emphasized marketing strategies or cost-related variables without integrating institutional factors, academic-related factors and financial-related factors that are

critical in university setting. Additionally, the findings were largely based on contexts in Kenya and Ghana, which differ from Uganda in terms of education systems, student motivations, and institutional missions. There was limited empirical evidence addressing how multiple enrollment factors interact within Ugandan private universities. Therefore, a clear research gap existed on comprehensive Perceptions of enrollment factors in Uganda Christian University.

2.5 Chapter summary

This chapter has covered literature review basing on the objectives of the study namely; influence of institutional factors on enrollment at Uganda Christian University, effect of academic-related factors on enrollment at Uganda Christian University, influence of financial-related factors on enrollment at Uganda Christian University and the research gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the research design, target population, sample size, sampling procedures, data collection procedures, data collection methods, data collection instruments, data quality control, data analysis, ethical considerations, limitations of the study and how they were handled.

3.1 Research Design

The researcher employed a descriptive study design because it was depicted as a detailed analysis of an entity, event, or system studied singly or as a group to provide detailed information about them. Hirose & Creswell (2023) observed that descriptive design was important as it provided a detailed analysis of what was happening, which could offer valuable information for decision-making. In this study, a mixed approach was used, where both qualitative and quantitative methods were employed to collect data on the problem under investigation, as this approach provided a more complete and comprehensive understanding of the research problem than either quantitative or qualitative methods alone.

3.2 Target population

The study targeted a population of 150 people, including prospective students (Senior Six leavers and diploma holders), undergraduate students, admissions office staff, and marketing and public relations officers.

3.3 Sample Size

In determining the sample size, the researcher adopted Krejcie and Morgan (1970). A sample of 108 respondents was considered for the study, including prospective students (Senior Six leavers and diploma holders), undergraduate students, admissions office staff, and marketing and public relations officers.

Table 2: Sample Size Distribution

Category of respondents	Target Population	Sample size	Sampling techniques
Prospective students (Senior Six leavers and diploma holders)	30	21	Simple random sampling
Undergraduate students	102	74	Simple random sampling
Admissions office staff	15	10	Purposive sampling
Marketing and Public Relations office	03	03	Purposive sampling
Total	150	108	

The study considered a total sample size of 108 respondents drawn from a target population of 150, as indicated in the table above. The respondents included 21 prospective students (Senior Six leavers and diploma holders) and 74 undergraduate students, who were selected using simple random sampling to give each member an equal chance of participation. Additionally, 10 respondents from the admissions office staff and 3 respondents from the marketing and public relations office were selected using purposive sampling due to their direct involvement in student recruitment,

admissions, and enrollment processes at Uganda Christian University. Both probability and non-probability sampling techniques were employed to obtain the study sample, focusing on these categories because they were believed to possess adequate and relevant information on perceptions of enrollment factors, ensuring the collection of reliable and comprehensive data.

3.4 Sampling Procedures

Sampling is a process or technique of choosing a sub-group from a population to participate in the study (Matovic, & Ovesni, 2023). The study used both random and non-random sampling.

3.4.1 Random sampling techniques

Simple random sampling was used in selecting the survey respondents that is undergraduate students and Prospective students that is Senior Six leavers and diploma holders who were available during data collection. Only those who were consented were included in the study.

3.4.2 Purposive sampling techniques

Purposive sampling was employed in the study to select participants with valuable information relevant to the research. This method was applied to respondents from the admissions office staff and the marketing and public relations office, as they were directly responsible for student recruitment, admissions processing, promotion of academic programs, and implementation of enrollment strategies at Uganda Christian University.

3.5 Data collection Procedures

The researcher requested an introductory letter from the Head of the Department of Research Postgraduate at Uganda Christian University to conduct a study on perceptions of enrollment factors. A copy of this letter was presented to respondents during data collection. Questionnaires were distributed to the selected participants, and interviews were conducted to record information important for the interpretation and analysis of the results.

3.6 Data Collection Methods

The researcher employed two methods of data collection thus interviews and questionnaires were used because these were the most popular methods of data collection and they were convenient to the researcher to use in data collection.

3.6.1 Interview

During the face-to-face interview process, the researcher was able to relate with the respondents of what they had shared and the researcher had an opportunity to make follow up questions with any of the respondents during the respondent's time of sharing. This method collected qualitative data with reduced bias and it maintained consistence since the information was got based on the respondents from admissions office staff and marketing and public relations office because of their responsibility in the students enrollment in the University.

3.6.2. Questionnaire

The researcher used a questionnaire survey consisting of typed and printed papers with questions, where respondents provided answers by filling in the blank spaces. This

method allowed the collection of a large amount of information in a short time, which was easy to analyze. The questionnaire included both closed and open-ended questions and was administered to undergraduate students and prospective students, including Senior Six leavers diploma holders and degree hold. Respondents were given sufficient time to complete the questionnaires, making this method suitable since the population was literate.

3.7 Data Collection instruments

This study adopted interview guides and self-administered questionnaires as data collection instruments.

3.7.1 Interview guide

The researcher conducted interviews using an interview guide with respondents from the admissions office staff and the marketing and public relations office through face-to-face interactions. The interview guide enabled the researcher to obtain detailed historical information while maintaining control over the nature and sequence of the questions.

3.7.2 Self-administered questionnaires

The researcher used self-administered questionnaires to collect data from the respondents. Structured questionnaires, containing both closed-ended and open-ended questions, were administered to undergraduate students and prospective students, specifically Senior Six leavers and diploma holders. This method was chosen because it allowed data collection from a large and diverse sample in a short time and enabled respondents to provide information conveniently in writing. The questionnaire items

were constructed using a Likert scale—SA (Strongly Agree), A (Agree), N (Not Sure), D (Disagree), and SD (Strongly Disagree)—to facilitate easy analysis and ensure consistency in responses.

3.8 Data quality control

3.8.1 Validity

Validity refers to the extent to which a set of test items accurately represents the content the test is intended to measure (Bellier & Fournier et al., 2023) and indicates how sound the research is. The researcher submitted the research instruments to the supervisor to assess the items for content validity. Following this, the Content Validity Index (CVI) was calculated. According to Surucu & Maslakçi (2020), an instrument is considered valid if the overall average index is 0.70 or above. Therefore CVI of 0.80 was achieved, the researcher proceeded with data collection with approval from the supervisor and the Head of the Department of Research Postgraduate at Uganda Christian University.

3.8.2 Reliability

Reliability refers to the extent to which an assessment tool produces stable and consistent results (Bellier & Fournier et al., 2023). The researcher pre-tested the research instruments at other universities not participating in the study to ensure the tools were reliable. To assess the consistency of the instruments, the Cronbach's alpha coefficient method was used, and scores were correlated; a correlation coefficient 0.8 was considered sufficient to judge the instruments as reliable for the study.

3.9 Data analysis

Data analysis is the process of inspecting, cleaning, transforming, and interpreting data to discover meaningful patterns, draw conclusions, and make informed decisions. Both quantitative and qualitative data were analyzed independently.

3.9.1 Quantitative data analysis

Quantitative data that was collected through self-administered structured questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. The study used both descriptive and inferential statistics to analyze Perceptions of enrollment factors in Uganda Christian University.

Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize respondents' demographic characteristics and their level of agreement with statements regarding enrollment factors such as institutional factors, academic factors and financial factors. The mean indicated the average level of agreement on each factor, where a higher mean score showed that a factor was perceived as having a stronger influence on enrollment. The standard deviation measured the degree of variation in responses; a low standard deviation indicated consensus among respondents, while a high standard deviation showed differing opinions. In addition, Pearson correlation analysis analysis was conducted to determine the significance of the relationship between the independent variables (perceptions of enrollment factors) and the dependent variable (enrollment at UCU). This helped to establish which factors significantly influence enrollment at Uganda Christian University.

3.9.2 Qualitative data analysis

Qualitative analysis involves interpreting and analyzing non-numerical data, such as text, interviews. The researcher used content analysis technique to identify ideas and meanings in the qualitative data. Qualitative analysis provides insights into participants' perspectives, experiences, and social interactions.

3.10 Ethical Considerations

The researcher obtained an introductory letter from the Head of the Department at Uganda Christian University to present to relevant authorities and participants before commencing the study. After securing the necessary permissions, the researcher explained the purpose of the study and obtained informed consent from participants, ensuring they fully understand the study's objectives, procedures, potential risks and benefits, their rights, and the voluntary nature of their participation; consent was obtained either in writing or documented transparently. To maintain confidentiality and privacy, the researcher securely stored and protected all participant information, applied anonymization or de-identification techniques where necessary, and avoided disclosing personal or sensitive data without explicit permission.

3.11 Limitations of the study and how they were handled

Rigidity of respondents who were not willing to answer the questions asked. This was due to respondents' attitudes towards the topic. The researcher explained to the respondents the purpose of the study and data was used for academic purposes only in order to get relevant information.

The researcher encountered the problem of delay in returning the answered questionnaires. This was due to the fact that most respondents were busy with activities. But the researcher informed the respondents on the purpose of the study and the information was given to her in time.

3.12 Chapter summary

This chapter has covered research design, target population, sample size, sampling procedures, data collection procedures, data collection methods, data collection instruments, data quality control, data analysis, ethical considerations, limitations of the study and how they were handled.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter provides a thorough description and explanation of the findings according to the study's objectives, which include: to examine the influence of institutional factors on enrollment at Uganda Christian University, to assess the effect of academic-related factors on enrollment at Uganda Christian University and to determine the influence of financial-related factors on enrollment at Uganda Christian University.

4.1 Response rate

The data analysis and report writing for this study were based on responses obtained from questionnaires and interviews. The study involved interviews with respondents from the Admissions Office staff (10) and the Marketing and Public Relations Office (03). The researcher further distributed 95 questionnaires to undergraduate students and prospective students (Senior Six leavers and diploma holders). A total of 83 respondents returned fully completed questionnaires, representing a response rate of 87%. Twelve (12) respondents, accounting for 13% of the total, did not return their questionnaires. According to Morton et al. (2012), a survey response rate of 50% or more is considered satisfactory for reporting; therefore, the 87% response rate achieved in this study was good and indicates that the findings were representative of the participants.

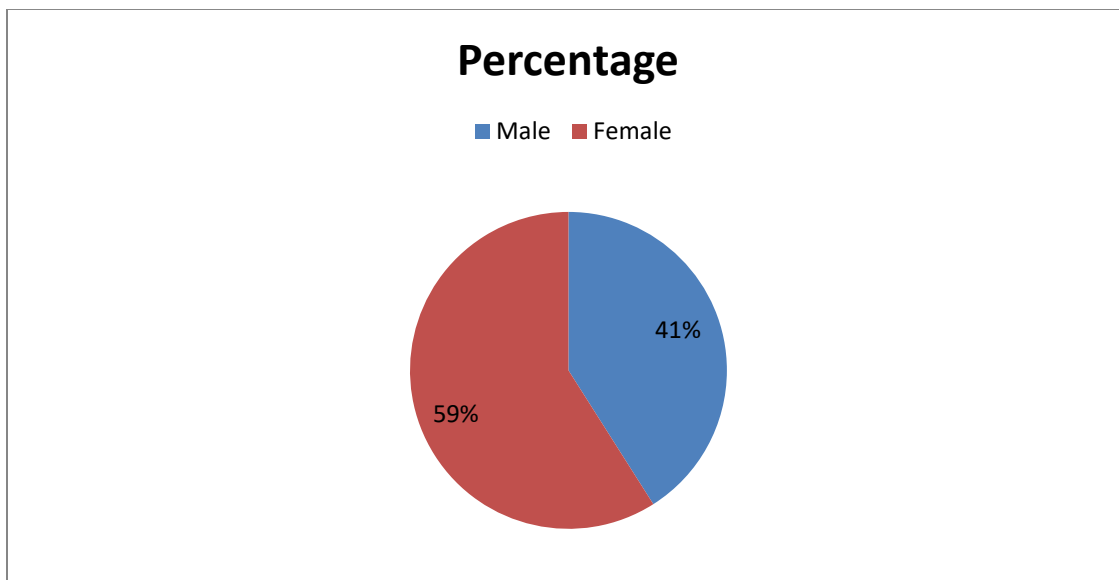
4.2 Demographic characteristics of respondents

Eighty three (83) respondents in all were able to provide sufficient information for the research. The researcher took into account the respondents' age, gender, and educational attainment.

4.2.1 Gender of respondents

The researcher considered the respondents' gender, as seen in figure 1 below.

Figure 1: Gender of respondents



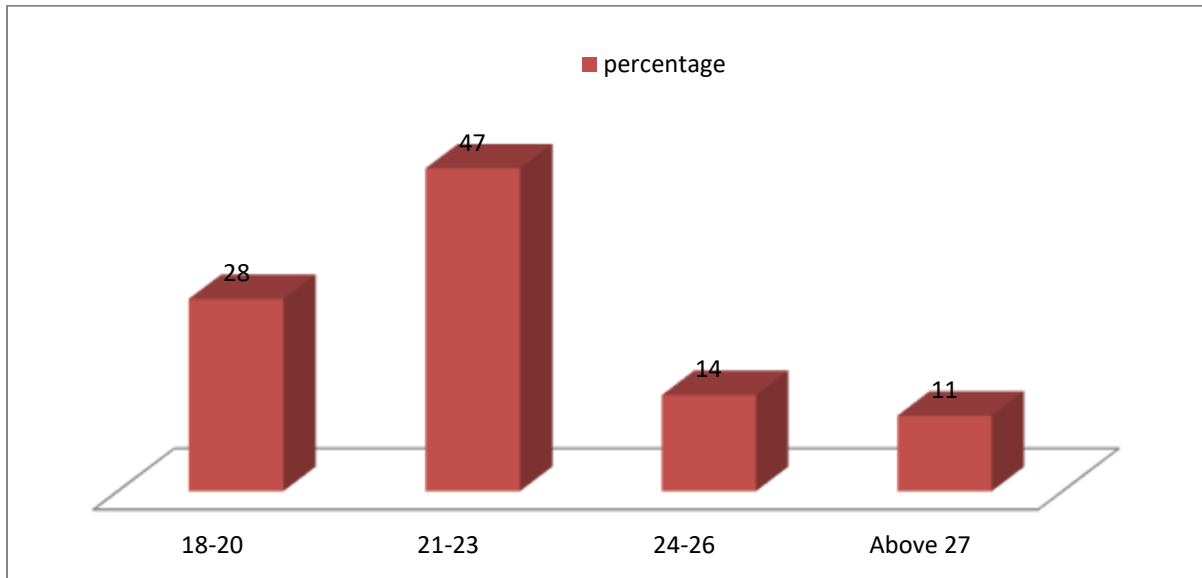
Source: Primary data, 2026

According to the study's findings on respondents' gender, which are shown in figure 1 above, 59% of the respondents were females, while 41% of the respondents were males. The higher percentage of females suggests greater participation and interest in issues related to enrollment at Uganda Christian University. This gender distribution provided useful insights into how enrollment factors influenced male and female prospective students differently.

4.2.2 Age of respondents

The researcher noted the respondents' ages, and the findings are shown in figure 2 below:

Figure 2: Age of the respondents



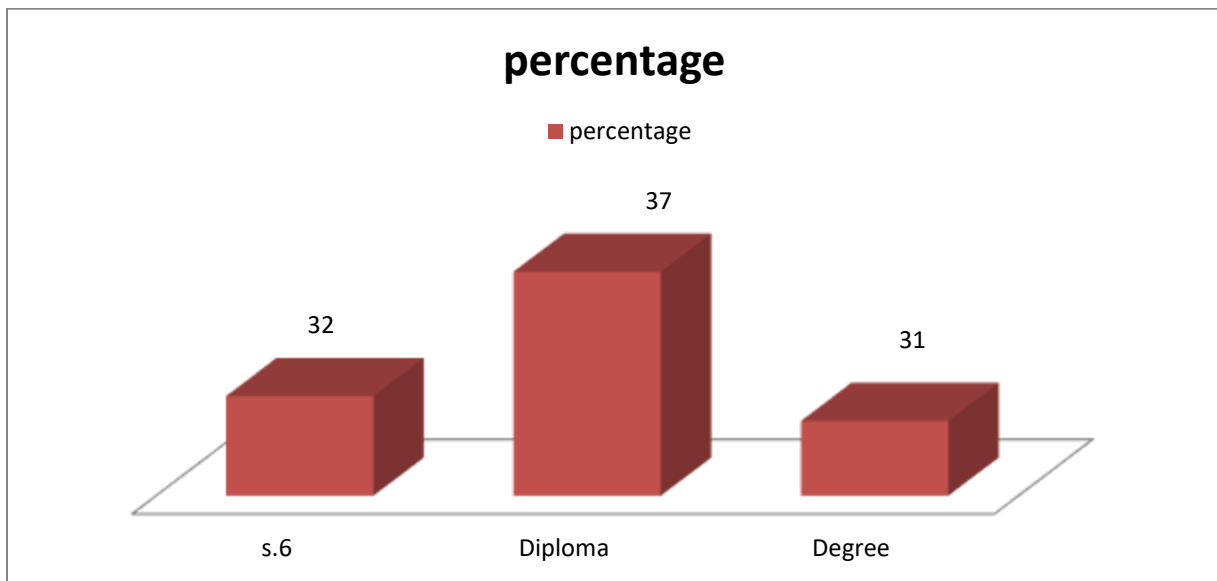
Source: Primary data, 2026

According to the study findings on respondents' age as shown in Figure 2 above, 47% of the respondents were aged between 21-23 years, representing the majority. This was followed by 28% who were between 18-20 years, 14% aged 24-26 years, and 11% who were above 27 years. The findings indicate that most respondents were young adults, which is typical of university students and prospective applicants. This suggests that the views collected on perceptions of enrollment factors were largely from individuals within the common university-going age bracket, making the responses relevant to the study on enrollment at Uganda Christian University.

4.2.3 Educational level of the respondents

The researcher noted the respondents' educational attainment, which is shown in figure 3 below.

Figure 3: Education level of respondents



Source: Primary data, 2026

The study findings revealed that 32% of the respondents had attained Senior Six (S.6) level of education, while 37% held diploma and the remaining 31% had degree. This indicates that the majority of respondents had enrolled to the university. The findings suggest that most respondents had a sufficient academic background to make informed decisions regarding university enrollment. Their responses were therefore relevant in identifying the key factors influencing enrollment at Uganda Christian University.

4.3 Influence of institutional factors on enrollment at Uganda Christian University.

Table 1 below shows the results of the researcher's consideration on the influence of institutional factors on enrollment at Uganda Christian University and the results presented in Table 1 below.

Table 1: Influence of institutional factors on enrollment at Uganda Christian University

Statement	Mean	Std. Deviation
Uganda Christian University's reputation for quality education and strong career prospects influences students' enrollment decisions	4.56	0.62
Accreditation assures students that programs meet standards and that degrees will be valued by employers	4.42	0.71
Transparent and effective leadership attracts students by ensuring stability, quality education, and ethical management	4.31	0.68
Well-maintained facilities such as classrooms, libraries, and hostels encourage enrollment	4.18	0.75
High employability and successful alumni enhance the institution's credibility and attract more students	4.49	0.64

Source: Primary data, 2026

Note: Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree.

From the study findings, respondents indicated that Uganda Christian University's reputation for quality education and strong career prospects strongly influences students' enrollment decisions. A mean of 4.56 shows that most respondents agreed or

strongly agreed with this statement. The standard deviation of 0.62 suggests that responses were fairly consistent, with only slight variation in perceptions among respondents.

The findings also show that accreditation, which assures students that programs meet standards and that degrees are valued by employers, positively affects enrollment. With a mean of 4.42, respondents generally agreed with this factor. The standard deviation of 0.71 indicates some variation in responses, reflecting minor differences in how respondents perceive the importance of accreditation.

Transparent and effective leadership was reported to attract students by ensuring stability, quality education, and ethical management. The mean of 4.31 indicates that respondents agreed with this statement. A standard deviation of 0.68 shows that while agreement was generally strong, some respondents had slightly different perceptions regarding leadership's influence.

Well-maintained facilities, such as classrooms, libraries, and hostels, were also found to encourage enrollment. The mean of 4.18 demonstrates general agreement among respondents. The standard deviation of 0.75 suggests that although most respondents acknowledged the importance of facilities, a few had neutral views or placed less emphasis on this factor.

The high employability and successful alumni were reported to enhance the institution's credibility and attract more students. A mean of 4.49 indicates strong agreement, while a standard deviation of 0.64 shows fairly consistent responses across participants. These

findings highlight that institutional factors significantly influence enrollment decisions at Uganda Christian University.

From the interviews the researcher held with the respondents on how campus facilities affected enrollment at Uganda Christian University, the interviews revealed that well-maintained classrooms, lecture halls, and libraries significantly influenced enrollment at Uganda Christian University. Respondents noted that modern and clean learning environments created a positive impression of the institution. Prospective students often considered the quality of these facilities when making enrollment decisions. Facilities were seen as a reflection of the university's commitment to providing quality education (KIS2, KIS5).

Hostel accommodations were also highlighted as a key factor affecting enrollment. Comfortable, secure, and adequately furnished hostels encouraged students to choose the university. On-campus living reduce commuting challenges and allowed students to focus more on their studies. In contrast, poorly maintained hostels were reported to potentially discourage prospective students (KIS3, KIS6, KIS11).

The availability of technology and study resources, such as computer labs, Wi-Fi access, and digital libraries, was reported to impact enrollment decisions. Respondents emphasized that students were attracted to campuses where research and academic work could be done efficiently. Spaces that supported both independent and group study were highly valued and these facilities were considered critical for enhancing academic performance and student satisfaction (KIS4, KIS12, KIS13).

“When prospective students visit, they immediately notice the quality of our classrooms, library resources, and hostel facilities. Many have told me that these facilities influenced their decision to enroll because they knew they would have a conducive learning environment” (KIS3).

“The computer labs, Wi-Fi connectivity, and study spaces are some of the main attractions. Students feel confident they can complete assignments and research effectively. Even the sports fields and common areas contribute to their overall experience. Good facilities make students trust that the university cares about their success” (KIS12).

The study findings from interviews on what role the university’s reputation played in attracting new students, the interviews revealed that the university’s reputation for quality education was a major factor influencing enrollment. Respondents noted that a strong academic track record and recognition for producing competent graduates created confidence among prospective students. Many students rely on the university’s reputation to make informed decisions about their future. A positive reputation was seen as a reflection of the institution’s overall credibility and commitment to excellence (KIS1, KIS11).

The respondents also highlighted that career prospects associated with the university’s programs attracted new students. Alumni success stories, high employability rates, and professional achievements of graduates reinforced the institution’s standing. Prospective students considered these outcomes when deciding where to enroll. The

perception that graduates were well-prepared for the job market added value to the university's reputation (KIS7, KIS13).

The role of accreditation and recognition by professional bodies was emphasized as reinforcing the university's reputation. Respondents explained that when students know programs meet national and international standards, they are more likely to trust the university's academic quality. This assurance increases enrollment as students seek degrees that are credible and valued by employers (KIS2, KIS12).

“Many students choose Uganda Christian University because of what they have heard about its graduates. Parents and students often ask about our alumni and the jobs they have secured. The reputation for producing skilled and competent professionals makes students confident they are making the right choice” (KIS1).

“I have noticed that during orientation and campus visits, prospective students often mention that they heard about the university's success stories from friends or online. They say that knowing the institution has a good reputation for quality teaching and career outcomes influenced their decision to enroll here. Reputation really drives their initial interest” (KIS13).

Triangulation: The quantitative findings showed strong agreement among respondents that well-maintained campus facilities, such as lecture halls, libraries, hostels, and technology resources, significantly influenced enrollment, with high mean scores ranging from 4.18 to 4.56. These results were reinforced by qualitative interviews,

where participants explained that modern, clean, and well-equipped learning environments create a positive impression for prospective students. Respondents described how hostel accommodations, computer labs, Wi-Fi access, and study spaces directly affect students' decisions to join the university. Both data sets converge to show that the quality and availability of campus facilities played a critical role in attracting and retaining students. The triangulation of quantitative and qualitative findings therefore confirms that institutional resources strongly shaped enrollment decisions at Uganda Christian University.

4.4 Correlation results on influence of institutional factors on enrollment at Uganda Christian University

The researcher also documented the correlation results on influence of institutional factors on enrollment at Uganda Christian University and the results presented below.

Table 2: Correlation results on influence of institutional factors on enrollment at Uganda Christian University

Correlations		institutional factors	enrollment
institutional factors	Pearson Correlation	1	.792(**)
	Sig. (2-tailed)		.000
	N	83	83
enrollment	Pearson Correlation	.792(**)	1
	Sig. (2-tailed)	.000	
	N	83	83

Primary Data 2026

From table 2 above, the results of a two-tailed test with 83 degrees of freedom showed a correlation coefficient of 0.792**, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between institutional factors and enrollment at Uganda Christian University.

4.5 Effect of academic-related factors on enrollment at Uganda Christian University

The results of the study on the effect of academic-related factors on enrollment at Uganda Christian University and the results were presented in table 3 below.

Table 3: Effect of academic-related factors on enrollment at Uganda Christian University

Statement	Mean	Std. Deviation
The variety, relevance, and flexibility of academic programs significantly influence enrollment in universities	4.48	0.67
Highly qualified and competent lecturers enhance academic reputation and attract more students	4.52	0.61
Availability of research facilities and learning resources increases the attractiveness of a university to prospective students	4.36	0.73
Accredited and market-oriented curricula positively influence students' enrollment decisions	4.41	0.69
Access to tutoring, mentorship, and career guidance enhances student satisfaction and increases enrollment	4.29	0.76
Use of modern teaching methods and educational technologies makes universities more attractive to students	4.34	0.72
Perceived employability and career readiness of graduates strongly influence students' choice of university	4.55	0.64

Source: Primary data, 2026

Note: Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree.

From the study findings in Table 3, respondents agreed that the variety, relevance, and flexibility of academic programs significantly influence enrollment at Uganda Christian University. The mean score of 4.48 indicates agreement, approaching strong agreement on the five-point Likert scale. The standard deviation of 0.67 shows low variability in

responses, suggesting that respondents consistently perceived academic program diversity as a key determinant of enrollment.

The findings further reveal that highly qualified and competent lecturers enhance academic reputation and attract more students, with a mean of 4.52. This reflects strong agreement among respondents, indicating that staff quality is a critical factor in enrollment decisions. The standard deviation of 0.61 demonstrates minimal dispersion in responses, showing a high level of consensus regarding the importance of lecturer competence.

Regarding the availability of research facilities and learning resources, the mean score of 4.36 indicates agreement that these resources increase the university's attractiveness to prospective students. The standard deviation of 0.73 suggests slight variation in responses, though the majority shared similar views. This implies that adequate academic support infrastructure positively shapes perceptions and enrollment choices.

The study also shows that accredited and market-oriented curricula positively influence students' enrollment decisions, as reflected by a mean of 4.41. This indicates general agreement among respondents. The standard deviation of 0.69 points to relatively consistent responses, highlighting that curriculum relevance and accreditation status are widely recognized as important enrollment factors.

Access to tutoring, mentorship, and career guidance recorded a mean of 4.29, indicating agreement that such support services enhance student satisfaction and increase enrollment. The standard deviation of 0.76 shows moderate consistency in

responses. This suggests that while most respondents value academic support services, perceptions of their impact may vary slightly.

Similarly, the use of modern teaching methods and educational technologies had a mean of 4.34, reflecting agreement that innovative instructional approaches make universities more attractive. The standard deviation of 0.72 indicates relatively low variability, suggesting broad recognition of the role of technology and contemporary pedagogy in influencing enrollment.

Perceived employability and career readiness of graduates recorded the highest mean of 4.55, indicating strong agreement that graduate outcomes significantly influence students' choice of university. The standard deviation of 0.64 demonstrates limited variation in responses, showing a shared understanding of the importance of employment prospects. The findings confirm that academic-related factors played a substantial role in shaping enrollment decisions.

The study findings from the interviews on how the quality and diversity of academic programs influenced enrollment, the interviews revealed that the quality of academic programs significantly influenced enrollment decisions. Well-structured curricula aligned with national and international standards were reported to attract prospective students. Programs that emphasized practical skills and industry relevance were seen as more competitive. High academic standards were viewed as a foundation for sustaining and increasing enrollment numbers (KIS1, KIS8).

Respondents indicated that diversity in academic programs broadens access and appeals to students with varied career aspirations. Offering programs across different

disciplines was described as a strategic approach to capturing a wider market. Flexible study options such as evening and weekend programs were also highlighted as influential such diversity was seen to enhance the institution's visibility and competitiveness (KIS3, KIS9, KIS12).

The findings further showed that regular curriculum review strengthens program credibility and attractiveness. Updating course content to match labor market demands was reported to boost confidence among prospective students. Partnerships with professional bodies and accreditation agencies were considered essential. These measures were associated with improved public trust and increased applications (KIS2, KIS7, KIS11).

“Our experience shows that when we introduce new and relevant programs, inquiries and applications increase significantly. Students are very sensitive to program quality and whether it matches current job market trends. Maintaining high academic standards assures parents and sponsors of value for money. This directly contributes to steady growth in enrollment” (KIS8).

“We have observed that diversification into emerging fields has expanded our reach to different categories of learners. Flexible delivery modes, including blended learning, have attracted working professionals and international students. When programs reflect innovation and responsiveness to societal needs, enrollment rises. Quality and diversity

together position the university as a preferred choice for many applicants” (KIS12).

The study findings from the interviews on what ways teaching methods impacted students’ decision to enroll at the university, the interviews revealed that teaching methods significantly influenced students’ decisions to enroll at the university. Interactive and student-centered approaches were reported to make learning more engaging and meaningful. Methods that encouraged critical thinking and practical application were viewed as particularly attractive to prospective students and effective pedagogy was seen as a reflection of academic quality and institutional commitment (KIS4, KIS10).

The respondents indicated that the integration of technology in teaching enhances the university’s appeal. The use of learning management systems, multimedia tools, and blended learning approaches was associated with improved accessibility and flexibility. Innovative instructional strategies were reported to attract digitally oriented learners and such methods were considered essential in maintaining competitiveness in higher education (KIS6, KIS11, KIS13).

“We have deliberately shifted from traditional lecture-based instruction to more participatory and experiential learning models. Students today want to be actively involved in the learning process rather than being passive recipients of information. When they see demonstrations, case studies, and real-world projects integrated into courses, they feel more

confident about enrolling. These approaches make the university more appealing to prospective applicants” (KIS11).

“Our emphasis on modern teaching technologies has significantly influenced enrollment trends. By incorporating online components and interactive platforms, we have widened access to different categories of students. Many applicants inquire specifically about how courses are delivered before making a decision. Innovative teaching practices clearly strengthen our ability to attract and retain students” (KIS13).

The findings suggest that teaching methods played a central role in shaping enrollment decisions. The institutions that adopt contemporary, flexible, and practical approaches tend to attract more students. The quality of delivery was consistently linked to perceptions of academic excellence and as a result, effective teaching strategies were identified as a key factor in sustaining enrollment (KIS1, KIS12).

Triangulation: The qualitative and quantitative findings consistently demonstrate that academic-related factors strongly influence enrollment at Uganda Christian University. The Survey results showing high mean scores for program variety (4.48), lecturer competence (4.52), and graduate employability (4.55) are reinforced by interview responses emphasizing curriculum relevance, staff quality, and career readiness as key enrollment drivers. The agreement on research facilities (4.36), accreditation (4.41), and academic support services (4.29) aligns with qualitative accounts highlighting updated curricula, professional partnerships, and mentorship structures. Furthermore, quantitative support for modern teaching methods (4.34) corresponds with interview

evidence describing experiential learning and technology integration as attractive features. Together, both datasets converge to confirm that program quality, instructional innovation, and graduate outcomes collectively shape students' decisions to enroll.

Table 4: Correlation results on effect of academic-related factors on enrollment at Uganda Christian University

Correlations		academic-related factors	enrollment
academic-related factors	Pearson Correlation	1	.825(**)
	Sig. (2-tailed)		.000
	N	83	83
enrollment	Pearson Correlation	.825(**)	1
	Sig. (2-tailed)	.000	
	N	83	83

Primary Data 2026

From table 4 above, the results of a two-tailed test with 83 degrees of freedom showed a correlation coefficient of 0.825**, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between academic-related factors and enrollment at Uganda Christian University.

4.6 Influence of financial-related factors on enrollment at Uganda Christian University

The researcher documented the influence of financial-related factors on enrollment at Uganda Christian University and the results presented in Table 5 below.

Table 5: Influence of financial-related factors on enrollment at Uganda Christian University

Statement	Mean	Std. Deviation
The affordability of tuition and academic expenses significantly influences students' ability and willingness to enroll in universities	4.47	0.68
Availability of scholarships and bursaries increases access to higher education and positively affects enrollment	4.51	0.63
Accessible and manageable student loan programs enable more students to enroll by reducing upfront financial barriers	4.38	0.74
Accommodation, transport, and other living expenses influence students' enrollment decisions beyond tuition fees	4.33	0.71
Installment-based and flexible fee payment options encourage enrollment by easing financial pressure on students	4.44	0.69

Source: Primary data, 2026: Note: Each respondent's score represents how much they vary from the mean on a five-point Likert scale: 5=Strongly agree, 4=Agree, 3=Not sure, 2=Disagree, and 1=Strongly disagree.

From the study findings presented in Table 5, respondents agreed that the affordability of tuition and academic expenses significantly influences students' ability and willingness to enroll at Uganda Christian University. The mean score of 4.47 indicates

agreement, approaching strong agreement on the five-point Likert scale. The standard deviation of 0.68 shows low variability in responses, suggesting that respondents consistently recognize tuition affordability as a major determinant of enrollment.

The findings further reveal that the availability of scholarships and bursaries increases access to higher education and positively affects enrollment, with a mean of 4.51. This reflects strong agreement among respondents, highlighting financial aid as a critical enrollment driver. The standard deviation of 0.63 demonstrates minimal dispersion in responses, indicating a high level of consensus on the importance of scholarships and bursaries.

Regarding accessible and manageable student loan programs, the mean score of 4.38 indicates agreement that such financial support mechanisms reduce upfront financial barriers and enable more students to enroll. The standard deviation of 0.74 suggests slight variation in responses, though most respondents share similar views. This implies that student loan accessibility plays a meaningful role in influencing enrollment decisions.

The study also shows that accommodation, transport, and other living expenses influence students' enrollment decisions beyond tuition fees, as reflected by a mean of 4.33. This indicates general agreement among respondents. The standard deviation of 0.71 points to relatively consistent responses, demonstrating that indirect educational costs were widely perceived as significant considerations in enrollment choices.

Installment-based and flexible fee payment options recorded a mean of 4.44, indicating agreement that such arrangements ease financial pressure and encourage enrollment.

The standard deviation of 0.69 shows limited variability, suggesting broad consensus among respondents. The findings confirm that financial-related factors substantially influence enrollment decisions at the university.

From the interviews on how do tuition fees affect the number of students enrolling at Uganda Christian University, the respondents indicated that tuition fees play a significant role in influencing enrollment at Uganda Christian University. High tuition costs were reported to discourage some prospective students, especially those from low- and middle-income families. Conversely, reasonable and competitive fees were seen as attracting more applicants. The respondents noted that affordability directly impacts the university's ability to enroll a diverse student body (KIS1, KIS2, KIS11).

“One of the main questions we get from prospective students and their parents is about the total cost of study. When fees are perceived as fair and manageable, more students are willing to commit to enrollment. High tuition can deter otherwise qualified applicants, so we try to balance quality and affordability carefully” (KIS1).

Respondents emphasized that scholarships, bursaries, and financial aid options help mitigate the effect of high tuition fees. Offering targeted support to academically deserving or financially challenged students was reported to increase enrollment rates. These measures were described as critical for maintaining accessibility while ensuring that talented students are not excluded due to cost (KIS3, KIS5, KIS12).

“We often see a clear rise in applications whenever we provide flexible payment plans or financial assistance programs. Students feel reassured

knowing they can pay in installments or access scholarships. This approach has allowed the university to reach a broader demographic and maintain steady enrollment levels over the year” (KIS12).

From the interviews on the impact of available scholarships and financial aid on enrollment, the respondents indicated that the availability of scholarships and financial aid significantly impacts enrollment at Uganda Christian University. Scholarships were reported to increase access for students who might otherwise be unable to afford tuition. Many prospective students consider financial support options when choosing a university and the respondents noted that such aid contributes to attracting a diverse and talented student body (KIS2, KIS6, KIS11).

The respondents emphasized that financial assistance enhances the university’s appeal to high-achieving students. Programs that reward academic excellence or support students from disadvantaged backgrounds were seen as key enrollment drivers. These initiatives also encourage retention, as students feel supported throughout their studies. Scholarships and bursaries were reported to improve overall student satisfaction and engagement (KIS4, KIS7, KIS13).

“We have observed that offering merit-based and need-based scholarships directly boosts applications. Students often mention that financial aid influenced their decision to apply. These programs make the university more accessible and competitive compared to other institutions. Many applicants would not consider enrollment without such support” (KIS11).

Financial aid packages, including tuition waivers and installment-based payment plans, were reported to reduce barriers to enrollment. Respondents explained that such arrangements give families confidence that higher education is attainable. Flexible financial support was described as a critical factor in ensuring steady student intake. These strategies also promote equity by enabling students from varied economic backgrounds to join (KIS3, KIS8, KIS12).

“Providing comprehensive financial aid has a tangible effect on enrollment numbers. We frequently see that students who secure bursaries or scholarships are not only more likely to enroll but also to stay and complete their programs. It fosters a sense of inclusion and opportunity that strengthens the university’s reputation and outreach”
(KIS3).

Triangulation: The study findings show that financial factors strongly influence enrollment at Uganda Christian University, as reflected in both quantitative and qualitative data. Quantitative results indicated high mean scores for tuition affordability (4.47), availability of scholarships (4.51), student loans (4.38), living expenses (4.33), and flexible payment options (4.44), with low standard deviations suggesting consistent agreement among respondents. Qualitative interviews supported these findings, highlighting that high tuition deter applicants, while scholarships, bursaries, and installment plans attract a diverse and talented student body. Respondents emphasized that financial aid enhances access, retention, and overall student satisfaction, ensuring inclusion across economic backgrounds. Together, both

data sets demonstrate that affordability and financial support were critical drivers of enrollment decisions at the university.

Table 6: Correlation results on influence of financial-related factors on enrollment at Uganda Christian University

Correlations		financial-related factors	enrollment
financial-related factors	Pearson Correlation	1	.731(**)
	Sig. (2-tailed)		.000
	N	83	83
enrollment	Pearson Correlation	.731(**)	1
	Sig. (2-tailed)	.000	
	N	83	83

Primary Data 2026

From table 6 above, the results of a two-tailed test with 83 degrees of freedom showed a correlation coefficient of 0.731**, which was significant at the 0.01 level. Hence the study findings imply that there is a very high positive significant relationship between financial-related factors on enrollment at Uganda Christian University.

4.7 Chapter summary

This chapter has presented, analyzed, and interpreted the findings of the study in line with its objectives. It began by reporting the response rate and describing the demographic characteristics of the respondents. The chapter then examined the key study objectives, including the influence of institutional factors, the effect of academic-related factors, and the influence of financial-related factors on enrollment

at Uganda Christian University, along with the corresponding correlation results for each objective.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The findings are discussed in this chapter in the order specified by the study's goals.

5.1 Influence of institutional factors on enrollment at Uganda Christian University

The study findings revealed that the reputation of Uganda Christian University significantly influences enrollment decisions, as reflected by the high mean score of 4.56 and a low standard deviation of 0.62. This indicates strong and consistent agreement among respondents that the university's reputation for quality education and strong career prospects attracts students. These findings are consistent with Chhor et al. (2024) and Zufarova et al. (2022), who argue that institutional reputation shapes students' perceptions and increases their likelihood of enrollment. The literature emphasizes that universities known for academic excellence, strong branding, and positive alumni experiences tend to experience higher enrollment rates. Therefore, the empirical findings support the argument that institutional reputation remains a central determinant of student choice.

The findings further showed that accreditation positively affects enrollment, with a mean of 4.42 and a standard deviation of 0.71, indicating general agreement with slight variations in perception. This aligns with Reddy et al. (2024) and Sahlberg (2023), who note that accreditation assures students of program quality and the recognition of their qualifications by employers and professional bodies. The literature suggests that

students are more likely to enroll in institutions that comply with national and international standards. The study findings reinforce this perspective, demonstrating that accreditation enhances trust and confidence in the institution, thereby influencing enrollment decisions.

Regarding leadership and governance, the study recorded a mean of 4.31 and a standard deviation of 0.68, showing that respondents agreed that transparent and effective leadership attracts students. These findings correspond with Ghamrawi (2023) and Damayanthi and Tukiran (2025), who highlight that strong governance ensures stability, accountability, and quality service delivery. The literature indicates that effective leadership strengthens institutional performance and public confidence. The consistency between the findings and literature suggests that students value institutions with clear strategic direction, ethical management, and transparent administrative systems.

The study also established that well-maintained facilities contribute to increased enrollment, with a mean of 4.18 and a standard deviation of 0.75. This supports Royadi et al. (2022) and Adewusi and Oguntokun (2024), who emphasize that physical infrastructure such as classrooms, libraries, laboratories, and hostels significantly influence students' decisions. The literature argues that modern and accessible facilities enhance the learning environment and signal institutional commitment to quality education. The findings confirm that infrastructure remains a practical and visible factor shaping enrollment choices.

The study found that high employability and successful alumni strongly influence enrollment, as indicated by a mean of 4.49 and a standard deviation of 0.64. These findings are in agreement with Blanco et al. (2022) and Little and Green (2022), who assert that graduate outcomes reflect institutional effectiveness and attract prospective students. The literature highlights that strong alumni networks and positive employment records enhance institutional credibility. The consistency between the empirical results and the reviewed literature demonstrates that employment prospects and alumni success significantly strengthen the university's attractiveness to prospective students.

5.2 Effect of academic-related factors on enrollment at Uganda Christian University

The study findings indicate that the variety, relevance, and flexibility of academic programs significantly influence enrollment, with a mean of 4.48 and a low standard deviation of 0.67. This demonstrates strong and consistent agreement among respondents that program diversity is a major determinant of enrollment. These findings align with Bikamo (2023) and Meng (2023), who argue that the availability of relevant and flexible academic programs attracts students seeking alignment with career goals and labor market demands. The literature emphasizes that specialized and market-driven programs increase institutional competitiveness. Therefore, the empirical findings confirm that academic program diversity and flexibility are central to enrollment decisions.

The results further revealed that highly qualified and competent lecturers strongly enhance enrollment, reflected by a mean of 4.52 and a standard deviation of 0.61. This

strong consensus supports Kosnin (2024) and Orim and Glendinning (2023), who highlight that faculty quality significantly influences students' choice of university. The literature suggests that lecturers with advanced qualifications, research experience, and industry exposure improve institutional reputation and student satisfaction. The consistency between the study findings and the literature demonstrates that academic staff competence is a critical academic-related factor shaping enrollment patterns.

Regarding research facilities and learning resources, the study recorded a mean of 4.36 and a standard deviation of 0.73, indicating general agreement with slight variation in perception. This is consistent with Fakhruddin et al. (2024) and Dumitru and Halpern (2023), who emphasize that access to laboratories, libraries, digital databases, and research opportunities enhances institutional attractiveness. The literature underscores that modern academic resources promote critical thinking, innovation, and professional competence. The findings therefore reinforce the argument that adequate academic infrastructure positively influences students' enrollment decisions.

The study also found that accredited and market-oriented curricula significantly influence enrollment, as shown by a mean of 4.41 and a standard deviation of 0.69. This supports Reddy et al. (2024) and Yahui and Dagogo (2025), who note that curriculum relevance and accreditation assure students of degree recognition and employability. The literature stresses that regular curriculum review and alignment with emerging industry trends enhance institutional competitiveness. The findings confirm that students value accredited and career-focused programs when making enrollment decisions.

Access to tutoring, mentorship, and career guidance recorded a mean of 4.29 with moderate consistency (standard deviation of 0.76), indicating that academic support services positively affect enrollment. These findings are consistent with Tekir and Okçu (2023) and Papanai and Poolkrajang (2025), who argue that support mechanisms, improve academic success, retention, and student satisfaction. Although perceptions varied slightly, the majority of respondents recognized the importance of such services, confirming the literature's assertion that comprehensive academic support enhances institutional appeal.

Similarly, the use of modern teaching methods and educational technologies had a mean of 4.34 and relatively low variability (0.72), indicating agreement that innovative instructional approaches influence enrollment. This aligns with Ralph et al. (2022) and Pandey et al. (2024), who emphasize the role of e-learning platforms, blended learning, and smart classrooms in attracting students. The literature suggests that institutions integrating technology into teaching gain a competitive advantage. The findings therefore validate the argument that contemporary pedagogy and technological integration enhance students' enrollment decisions.

Perceived employability and career readiness of graduates recorded the highest mean of 4.55 and a standard deviation of 0.64, indicating strong and consistent agreement. This supports Byrne (2022) and Hu and Wang (2024), who assert that graduate outcomes significantly shape university choice. The literature highlights that internships, industry partnerships, and practical training increase students' confidence in securing

employment after graduation. The findings strongly confirm that employability prospects are a decisive academic-related factor influencing enrollment.

5.3 Influence of financial-related factors on enrollment at Uganda Christian University

The study findings indicate that affordability of tuition and academic expenses significantly influences enrollment, as reflected by a high mean score of 4.47 and a low standard deviation of 0.68. This demonstrates strong and consistent agreement among respondents that tuition costs are a major determinant of enrollment decisions. These findings are consistent with Duarte (2025) and Strait (2024), who argue that tuition fees and related academic expenses directly shape students' ability and willingness to enroll. The literature emphasizes that high costs discourage students from low- and middle-income households, while affordable fee structures enhance access. The study therefore confirms that tuition affordability remains a central financial factor influencing enrollment.

The findings further revealed that scholarships and bursaries strongly influence enrollment, with a mean of 4.51 and a standard deviation of 0.63, indicating strong consensus among respondents. This aligns with Khoso et al. (2024) and Zheng and Shi (2025), who note that financial aid programs expand access to higher education and promote inclusion. The literature highlights that merit-based and need-based scholarships reduce financial barriers and attract students from diverse socioeconomic backgrounds. The consistency between the findings and prior studies suggests that the

availability of scholarships and bursaries significantly enhances students' capacity to enroll and persist in university education.

Accessible and manageable student loan programs also positively influenced enrollment, as shown by a mean of 4.38 and a standard deviation of 0.74. This supports Chiramba and Ndofirepi (2023), who argue that loan schemes reduce upfront financial constraints and broaden access to higher education. Boatman et al. (2022) further observe that loan accessibility increases participation, although concerns about repayment terms may influence decisions. The study findings reinforce the view that student loan mechanisms play a meaningful role in facilitating enrollment, especially for students unable to meet immediate tuition obligations.

The study also established that indirect costs such as accommodation, transport, and living expenses significantly affect enrollment decisions, with a mean of 4.33 and relatively consistent responses. This finding is consistent with Byrne (2022) and Zheng and Shi (2025), who emphasize that the student evaluate the total cost of attendance rather than tuition alone. The literature suggests that high living costs can discourage enrollment, particularly for students from financially constrained households. The findings therefore confirm that broader financial considerations beyond tuition fees influence students' choice of university.

Flexible and installment-based payment options recorded a mean of 4.44 and a low standard deviation of 0.69, indicating agreement that such arrangements ease financial pressure and encourage enrollment. This aligns with Fasanmi (2025) and Kosnin (2024), who argue that flexible financial policies make higher education more manageable for

families with limited resources. The literature highlights that rigid payment structures may lead to delayed registration or reduced enrollment.

The findings of this study are further supported by empirical research conducted in other contexts. For instance, Gyamfi et al. (2018), in their study among senior high school graduates in Kumasi, Ghana, found that tuition fees and related costs significantly influenced students' choice of university. Similarly, Kimani and Obwatho (2020) and Muleke and Murugu (2025) reported that strategic communication and marketing approaches, including cost-related information shared through digital platforms, positively influenced enrollment decisions in private universities in Kenya. Although these studies focused partly on marketing strategies, they reinforce the broader argument that financial considerations and how they are communicated play a decisive role in shaping enrollment patterns.

5.4 Chapter summary

This chapter has covered the discussion of findings according to the objectives of the study namely; influence of institutional factors on enrollment at Uganda Christian University, effect of academic-related factors on enrollment at Uganda Christian University and influence of financial-related factors on enrollment at Uganda Christian University.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

Based on the findings according to the study's objectives, this chapter includes summary, conclusions and recommendations, namely: to examine the influence of institutional factors on enrollment at Uganda Christian University, the effect of academic-related factors on enrollment at Uganda Christian University and the influence of financial-related factors on enrollment at Uganda Christian University.

6.1 Summary of findings

6.1.1 Influence of institutional factors on enrollment at Uganda Christian University

The study findings revealed that institutional factors significantly influence enrollment at Uganda Christian University. Respondents strongly agreed that the university's reputation for quality education and strong career prospects ($M=4.56$), high employability and successful alumni ($M=4.49$), and accreditation status ($M=4.42$) positively shape enrollment decisions, with low standard deviations indicating consistent perceptions. Transparent and effective leadership ($M=4.31$) and well-maintained facilities ($M=4.18$) were also acknowledged as important determinants. These results demonstrate that reputation, governance, infrastructure, accreditation, and graduate outcomes collectively play a crucial role in attracting students to the university.

6.1.2 Effect of academic-related factors on enrollment at Uganda Christian University

The study findings revealed that academic-related factors significantly influence enrollment at Uganda Christian University. Respondents strongly agreed that graduate employability and career readiness ($M=4.55$), lecturer competence ($M=4.52$), and program variety and relevance ($M=4.48$) are key determinants of enrollment, with low standard deviations indicating consistent views. Accredited and market-oriented curricula ($M=4.41$), research facilities ($M=4.36$), modern teaching methods ($M=4.34$), and academic support services ($M=4.29$) were also positively rated. These results demonstrate that program quality, staff competence, learning resources, innovation, and career outcomes collectively shape students' decisions to enroll.

6.1.3 Influence of financial-related factors on enrollment at Uganda Christian University

The study findings revealed that financial-related factors significantly influence enrollment at Uganda Christian University. Respondents strongly agreed that scholarships and bursaries ($M=4.51$), tuition affordability ($M=4.47$), and flexible payment options ($M=4.44$) are major determinants of enrollment, with low standard deviations indicating consistent perceptions. Student loan accessibility ($M=4.38$) and indirect costs such as accommodation and transport ($M=4.33$) were also positively acknowledged. These results demonstrate that affordability, financial aid availability, and flexible financial arrangements collectively shape students' ability and willingness to enroll at the university.

6.2 Conclusion

The following conclusions, which align with the study's objectives, were drawn from the study's findings:

6.2.1 Influence of institutional factors on enrollment at Uganda Christian University

The institutional factors play a vital role in influencing enrollment at Uganda Christian University. The university's strong reputation, accreditation status, effective leadership, quality facilities, and positive graduate outcomes significantly shape prospective students' decisions. Therefore, strengthening these institutional attributes is essential for sustaining and increasing enrollment.

6.2.2 Effect of academic-related factors on enrollment at Uganda Christian University

The academic-related factors significantly determine enrollment at Uganda Christian University. Program relevance, lecturer competence, curriculum accreditation, research facilities, and innovative teaching approaches strongly influence students' choices. Enhancing academic quality and graduate employability is therefore essential for attracting and sustaining enrollment.

6.1.3 Influence of financial-related factors on enrollment at Uganda Christian University

The financial-related factors play a significant role in influencing enrollment at Uganda Christian University. Tuition affordability, scholarships and bursaries, flexible payment options, and accessible student loans greatly determine students' ability to enroll.

Therefore, strengthening financial support mechanisms is essential for improving access and sustaining enrollment at the university.

6.3 Recommendations

6.3.1 Influence of institutional factors on enrollment at Uganda Christian University

The university should strengthen its reputation through quality assurance, accreditation compliance, and strategic branding. Highlighting alumni success and graduate employability will enhance public confidence. Consistent promotion of institutional achievements will help sustain and increase enrollment.

The University management should promote transparent leadership and invest in continuous infrastructure development. Enhancing lecture rooms, hostels, and campus resources will improve students' academic experience. Strong governance and modern facilities will increase the university's competitiveness.

6.3.2 Effect of academic-related factors on enrollment at Uganda Christian University

The university should regularly update academic programs to align with labor market needs and global trends. Emphasizing practical training, internships, and industry partnerships will improve graduate employability. Continuous curriculum enhancement will strengthen competitiveness and attract more students.

The institution should invest in faculty development, research facilities, and modern teaching technologies to improve academic quality. Supporting lecturers with

professional training and expanding academic support services will enhance learning outcomes. Strengthened academic resources will boost enrollment and student satisfaction.

6.3.3 Influence of financial-related factors on enrollment at Uganda Christian University

The university should expand scholarships and bursaries to support students from diverse socioeconomic backgrounds. Partnering with government and private sponsors can increase financial aid opportunities. Greater access to financial support will boost enrollment and promote inclusivity.

The University should offer flexible tuition payment plans and accessible student loan programs. Clear financial guidance and transparent cost information will reduce uncertainty for students and parents. Strengthened financial support mechanisms will enhance access and sustain enrollment.

6.4 Areas of further study

- i. Further research could explore the effect of e-learning platforms on students' enrollment choices in University.
- ii. Further research should examine the effect of family background and peer influence on students' decisions to enroll in higher education institutions.

6.5 Chapter summary

This chapter has covered the summary of findings according to the objectives of the study namely, influence of institutional factors on enrollment at Uganda Christian

University, effect of academic-related factors on enrollment at Uganda Christian University and influence of financial-related factors on enrollment at Uganda Christian University, provided conclusion and recommendations basing on the study finding of the same objectives.

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APPENDIX I: QUESTIONNAIRE

I am Nassanga Halima, a student of Uganda Christian University offering masters of arts in organizational leadership and management. I am carrying out my research on 'Perceptions of enrollment factors in Uganda Christian University'. Kindly I request you to provide the necessary information having chosen you to be among other respondents to enable me complete my research successfully. This questionnaire is for academic purposes only and will be kept confidential.

SECTION A: BIO DATA OF RESPONDENTS

You are kindly requested to tick your most appropriate option

1. Gender

(a). Male

(b). Female

2. Age

(a) 18-20

(b) 21-23

(c) 24-26

(d) Above 27

3. Education level

(a) S.6 leaver

b) Diploma

c) Degree

SECTION B

Please respond to the following statements provided Tick appropriately using SA- Strongly agree, A- Agree, N- Not sure, D- Disagree and SD- Strongly disagree the boxes that most closely fit your opinion

	Influence of institutional factors on enrollment at Uganda Christian University	SA	A	N	D	SD
1	Uganda Christian University’s reputation for quality education and strong career prospects influences students’ enrollment decisions					
2	Accreditation assures students that programs meet standards and that degrees will be valued by employers					
3	Transparent and effective leadership attracts students by ensuring stability, quality education, and ethical management					
4	Well-maintained facilities such as classrooms, libraries, and hostels encourage enrollment					
5	High employability and successful alumni enhance the institution’s credibility and attract more students					

Do you think there are other influences of institutional factors on enrollment at Uganda Christian University?

a) Yes

b) No

If yes mention them?

.....

	Effect of academic-related factors on enrollment at Uganda Christian University	SA	A	N	D	SD
1	The variety, relevance, and flexibility of academic programs significantly influence enrollment in universities					
2	Highly qualified and competent lecturers enhance academic reputation and attract more students					
3	Availability of research facilities and learning resources increases the attractiveness of a university to prospective students					
4	Accredited and market-oriented curricula positively influence students' enrollment decisions					
5	Access to tutoring, mentorship, and career guidance enhances student satisfaction and increases enrollment					
6	Use of modern teaching methods and educational technologies makes universities more attractive to students					
7	Perceived employability and career readiness of graduates strongly influence students' choice of university					

Do you think there are other effects of academic-related factors on enrollment at Uganda Christian University?

a) Yes

b) No

If yes mention them?

.....

.....

	Influence of financial-related factors on enrollment at Uganda Christian University	SA	A	N	D	SD
1	The affordability of tuition and academic expenses significantly influences students' ability and willingness to enroll in universities					
2	Availability of scholarships and bursaries increases access to higher education and positively affects enrollment					
3	Accessible and manageable student loan programs enable more students to enroll by reducing upfront financial barriers					
4	Accommodation, transport, and other living expenses influence students' enrollment decisions beyond tuition fees					
5	Installment-based and flexible fee payment options encourage enrollment by easing financial pressure on students					

Do you think there are other influences of financial-related factors on enrollment at Uganda Christian University?

a) Yes

b) No

If yes mention them?

.....
.....

Thank you for your cooperation, good luck

APPENDIX II: INTERVIEW GUIDE

1. How do campus facilities affect enrollment at Uganda Christian University?
2. What role does the university's reputation play in attracting new students?
3. How do the quality and diversity of academic programs influence enrollment?
4. In what ways do teaching methods impact students' decision to enroll at the university?
5. How do tuition fees affect the number of students enrolling at Uganda Christian University?
6. What is the impact of available scholarships and financial aid on enrollment ?

PPENDIX III: INTERVIEW IDENTIFICATION CODES

Key Informant / Staff Interviews (KIS)

- **KIS1 - KIS10:** Admissions office staff at Uganda Christian University
- **KIS11 - KIS13:** Marketing and Public Relations officers at Uganda Christian University
- **Coding purpose:** Codes were assigned to protect respondents' confidentiality while allowing traceability of qualitative evidence related to perceptions of enrollment factors, including institutional, academic, and financial factors.

Appendix IV: Sample Size Determination Using Krejcie and Morgan Table.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note;” N” is population size and “S” is sample size.

Source: Krejcie and Morgan, 1970.