SCHOOL ENVIRONMENT AND STUDENTS' ENROLLMENT IN GOVERNMENT AIDED SECONDARY SCHOOLS IN ABIM DISTRICT

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DECLARATION

I, **Ogwang Anjelo,** hereby declare that, this dissertation: *School Environment and Students' Enrollment in Government-Aided Secondary Schools in Abim District* is entirely my own original work except where acknowledged as citations, and to the best of my understanding, it has never been submitted before to any university or institution for the award of a degree.

Signed:  Date: 31/10/2024

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APPROVAL

This dissertation was prepared under my supervision and ready for submission supervisor.

Signed  ..... Date  .....

DR. OKURUT DAVID

SUPERVISOR

DEDICATION

This research is dedicated to my lovely wife Stella, my lovely children Benard, Victor, Mercy and Stephen for their support and patience throughout my course.

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LIST OF ACRONYMS AND ABBREVIATIONS

ADLG	Abim District Local Government
BOG	Board of Governors
DEO	District Education Office
DSC	District Service Commission
EFA	Education for All
ESC	Education Service Commission
EU	European Union
GMR	Global Monitoring Report
MoES	Ministry of Education and Sports
MoESS	Ministry of Education and Sports Standards
UNICEF	United Nations International Children Education Fund
USA	United States of America
USE	Universal Secondary Education
UPE	Universal Primary Education

ABSTRACT

The study was about School Environment and Students' Enrollment in Government-Aided Secondary Schools in Abim District. It was guided by three objectives: to investigate the influence of the social environment, to examine the influence of physical environment, and to examine the influence of learning environment on students' enrollment in secondary schools in Abim District. Using a cross-sectional survey design with a mixed-methods approach, the study sampled 165 teachers and 12 head teachers from a total population of 308 respondents. Data collection involved closed-ended questionnaires for teachers while interviews were for head teachers. The instruments were validated with a content validity index of .72, and reliability was confirmed with a Cronbach alpha coefficient of .729. Quantitative data were analyzed using descriptive, inferential and relational statistics, while qualitative data were subjected to thematic analysis. Findings indicate that that all the three control measures were statistically significant, with the Total Learning Environment making the strongest unique contribution to explaining the students' enrolment: recording a higher beta value (β = .925, p = .000) than the Total Physical Environment Scale (β = -.689, p = .000) and Total Social Environment Scale (β = .356, p = .001). This means that all the three control measures made a unique, and statistically significant, contribution to the prediction of Students' Enrolment. Qualitative data also indicate school environment as measured by social, physical and learning can affect either positively or negatively students' enrolment. The study therefore concluded that social environment—particularly parental involvement and socio-economic factors greatly influence students' enrolment, enhancing physical conditions in schools appears to be a promising avenue for improving enrollment outcomes and enhancing learning environment could be a key strategy for improving enrollment outcomes. The study, therefore, recommended that the government, policy makers, school administrators and all the school stakeholders should mobilise, invest and allocate resources to improve school environment to improve on students' enrolment.

CHAPTER ONE
INTRODUCTION

1.1 Introduction

Many secondary school students particularly in Uganda struggled to return to school after the prolonged closures due to Covid19. Girls were particularly affected due to factors such as teenage pregnancy, early marriage, and lack of sanitary facilities. Certain regions, especially northern Uganda, face unique challenges such as lingering effects of conflict, weak economic systems, and changes to the social fabric. This chapter covers the background to school environment and students' enrolment, the statement of the problem, general objectives, the objectives of the study, the research questions, the scope of the study, the significance, justification, and operational definition of terms and concepts.

1.2 Background to the Study

Historical Background

Before the arrival of Western education, education in Uganda was primarily informal and community-based. It was centered on traditional knowledge, skills, and cultural practices passed down through generations. Missionaries and colonial administrators introduced western education in the late 19th and early 20th centuries (Ssekamwa, 1997). Christian missionaries established the first formal schools, and education was initially limited to a small elite group (Ssekamwa, 1997). After Uganda gained independence in 1962, the government began to expand access to education (Ssekamwa, 1997). The 1963 Education Act aimed to provide elementary education for all young people (Ssekamwa, 1997). However, the political instability and economic challenges of the 1970s and 1980s hindered progress. In 1997, the Ugandan government introduced Universal Primary Education (UPE), which eliminated school fees for primary education (Grogan, 2009). This led to a significant increase in primary school enrollment, from 2.5 million in 1996 to 5.3 million in 1997 (MOES, 2022). The policy aimed to make education accessible to all children, regardless of their socio-economic background (Grogan, 2009). Thus, the government followed with the introduction of Universal Secondary Education (USE). Launched in 2007, UPPET aimed to provide free education at the post-primary level, making Uganda the first country in Africa to do so.

With the introduction of USE the net enrollment ratio in secondary education increased from 18.6% in 2006 to 24.7% in 2015 (MOESTS, 2015).

On the other hand, in the early 20th century, schools were built with a focus on durability and safety. The design was simple, often with large windows to provide natural light and ventilation. The aim was to create a functional space for learning (Baker, 2012). During the Progressive Era (1930-1945), there was a shift toward improving the health and comfort of students. Innovations included better heating and ventilation systems, recognizing the importance of a healthy environment for effective learning. (Baker, 2012). The post-war period saw a boom in school construction to accommodate the baby boom generation. Schools adopted more designs that are modern: incorporating improved materials and construction methods. This era emphasized standardized, efficient design to handle large student populations (Baker, 2012). The 1960s and 1970s were marked by experimentation in school design, with open-plan schools and flexible learning spaces. The energy crisis of the 1970s led to a focus on energy efficiency, with schools incorporating better insulation and energy-saving technologies (Baker, 2012). The late 20th and early 21st centuries saw a growing emphasis on sustainable design and the integration of technology. Green building practices were adopted to reduce environmental impact, and schools began to incorporate advanced technology to enhance the learning experience (Baker, 2012). Today, the focus is on creating inclusive, flexible, and healthy learning environments. Modern school designs prioritize natural light, air quality, and acoustics. There is also a significant emphasis on creating spaces that support diverse learning styles and promote mental well-being (Baker, 2012).

Theoretical Background

The study was hinged on Maslow's Hierarchy of Needs theory proposed by Abraham Maslow in 1943. It outlines a five-tier model of human needs, arranged in a pyramid structure, with the most basic needs at the bottom and the more complex needs at the top.

At the base of the pyramid are the most fundamental human needs: food, water, shelter, and sleep. These are the Physiological Needs essential for survival. Once physiological needs are met, the next level focuses on safety and security. This includes personal and financial security, health, and well-being, as well as safety from accidents

and injury. After safety needs are satisfied, the third level involves social needs. Humans seek relationships, love, friendship, and a sense of belonging within groups. The fourth level is about respect and self-esteem. This includes the need for recognition, status, and appreciation from others, as well as a sense of personal achievement. At the top of the pyramid is self-actualization. This is the pursuit of personal growth, self-improvement, and the realization of one's full potential. It involves creativity, problem-solving and fulfilling personal goals and aspirations. Maslow believed that higher-level needs become more relevant once the lower-level needs are satisfied. In the context of education, this hierarchy can be applied to understand how school environment can meet the students' basic and psychological needs for them to stay in school and reach their full potential in learning.

Conceptual background

A school environment encompasses various aspects among others facilities (buildings, classrooms, and other physical spaces), classroom practices (teaching methods and learning activities), school-based health supports (Services related to student health and well-being), disciplinary policies and practices (rules and procedures for behavior management), and culture and relationships (the social and psychological context in which learning occurs) (Tapia-Fonllem, Fraijo-Sing, Corral-Verdugo, Garza-Terán, & Moreno-Barahona, 2020; Wang & Degol, 2016; CFCR Staff, 2019). For this study, school environment is the entire atmosphere constituting the school plant. Meanwhile, Student enrollment is the process of officially registering or admitting students into an educational institution, such as a school, college, or university. It involves completing necessary paperwork, fulfilling admission requirements, and formally adding students to the institution's roster. It is the process of ensuring attendance in an educational institute, signing up for school and/or specific classes or co-curricular activities, and putting oneself or someone else onto the official list of members of a class, college, or university (Baker & Halabi, 2014). For this study students' enrolment is the number of students that were registered in a given school at a particular time.

Contextual Background

Uganda experienced one of the world's longest school closures, with schools shut for nearly two years from March 2020 to January 2022. This led to a disruption in education for approximately 15 million students (Al Jazeera, 2022). When schools reopened, the

students faced several challenges, including financial strain due to increased school fees, inflation, and the need to cover additional expenses. This has made education less affordable for many families, potentially affecting enrollment rates (Kahunde, Ogwang, & Lakuma, 2023). Despite the reopening, many students have not returned to school due to various factors such as financial constraints, teen pregnancies, early marriages, and child labor. It was estimated that up to 30% of students were not to return to their desks (Al Jazeera, 2022). Karamoja region has been lagging behind in students' enrolment; however, the government in partnership with organisations such as UNICEF's have stepped up efforts to support students to improve enrollment rates (Buwembo, 2021). These include providing financial assistance, improving school infrastructure, and offering psychosocial support to affected students (Buwembo, 2021a; Ntabadde, 2019). It is upon this background that the study sought to investigate the influence of school environment on students' enrolment in Government-aided secondary schools in Abim District.

1.3 Statement of the Problem

The purpose of UPPET and UPOLET was to among other objectives increase students' enrolment and improve on transition rates in secondary schools. However, it was observed that students' enrolment in public secondary schools in Karamoja and particularly Abim District, according to the 2022 District abstract, declined by 18% between 2017 and 2022. The government in partnership with NGOs has come with policies like Alternative Basic Education for Karamoja (ABEK), SEED schools per Sub County, Go Back to School Campaign, and Trailblazers Mentoring Foundation to improve students' enrollment. Despite these efforts, students' enrolment among public secondary schools continues to decline. It is argued that if the school environment is not in harmony with the community's culture and social norms students tend to keep away from school. If this trend goes on unabated besides the investments in education going down the drain, Karamoja region shall continue to lag behind in the social, economic and political landscape of this country. Therefore, the research investigated the influence of school environment on students' enrollment in Government-Aided Secondary Schools in Abim District.

1.4 Purpose of the study

The study set out to investigate the influence of School Environment on Students' Enrollment in Government- aided Secondary Schools in Abim District.

1.5 Objectives of the Study

The following objectives were used in the study

1) To investigate the influence of the social environment on students' enrollment in secondary schools in Abim District.
2) To examine the influence of physical environment on students' enrollment in secondary schools in Abim District.
3) To examine the influence of learning environment on students' enrollment in secondary schools in Abim District.

1.6 Research Questions

1) To what extent does the social environment influence students' enrollment in secondary schools in Abim District?
2) What is the influence of the physical environment on students' enrollment in secondary schools in Abim District?
3) How does learning environment influence students' enrollment in secondary schools in Abim District?

1.7 Scope of the Study

Geographical Scope

Abim District is bordered by Kotido District to the north and east, Napak District to the southeast and south, Otuke District to the southwest and Agago District to the west is approximately 140 kilometres (87 mi), by road, northwest of Moroto, the largest town in the Karamoja sub-region. Abim District has six (6) government-aided secondary schools.

Time Scope

The study ran from 2017-2022 due to low student fluctuating levels of enrollment in some schools within those periods.

Content Scope

The study was limited to school environment in terms social, physical, and learning environments and students' enrollment in Government-Aided secondary schools in Abim District.

1.8 Conceptual Framework

The conceptual framework in this study shows the relationship between school environment and students' enrollment in government-aided secondary schools in Abim District (Figure 1.1). School environment dimensions are treated as the Independent Variable (IV), while students' enrollment as the Dependent Variable (DV).

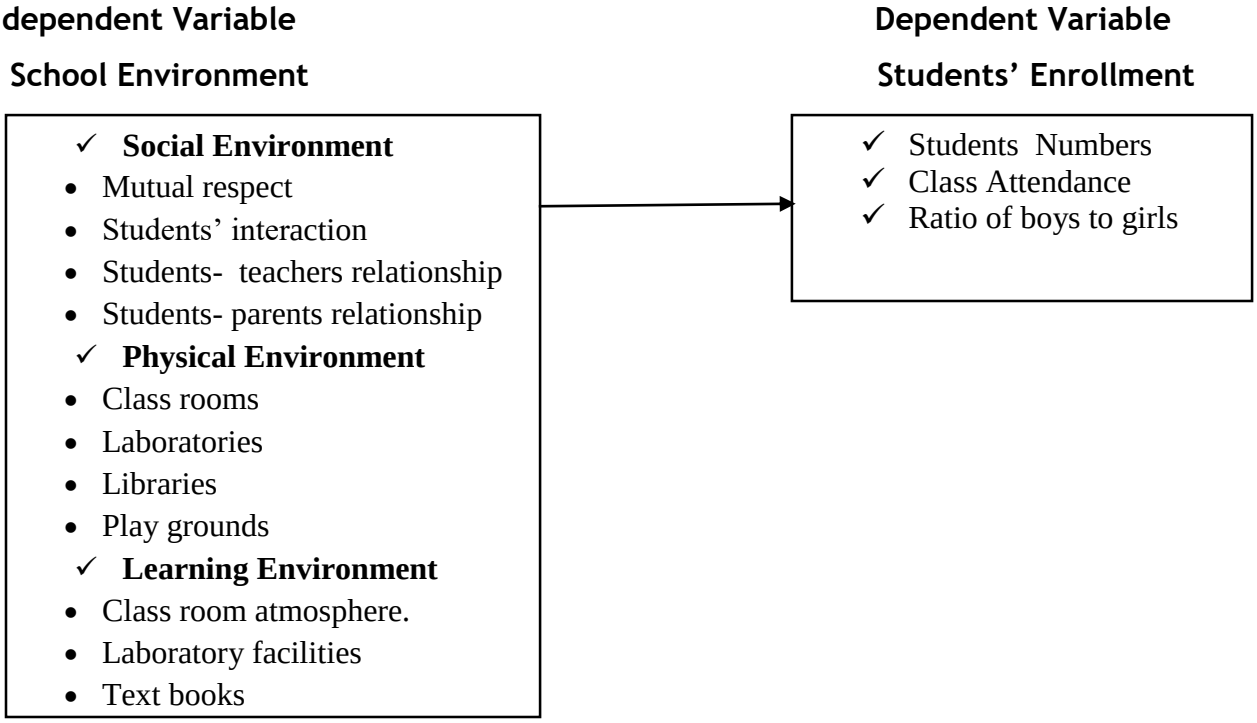

Figure 1.1: Adopted from Juvonen & Weiner (2014), Mayberry (2012) & Cohen (2016)

The conceptual framework as illustrated in figure 1.1, posits that a positive school environment, as measured by social, physical, and learning environments, positively influences students' enrollment by fulfilling their needs according to Maslow's Hierarchy of Needs. The conceptual framework further hypothesizes that strong social ties and a sense of community enhance student willingness to enroll. Besides, a focus on safety and comfort can make students more likely to choose a school. Lastly, a stimulating learning environment encourages enrollment by fostering a love for learning and recognition of student achievements. This conceptual framework illustrates how the

various dimensions of the school environment influence students' enrollment through the lens of Maslow's Hierarchy of Needs. By understanding and addressing these needs, educational institutions can create environments that not only attract students but also support their retention and success. This holistic approach emphasizes the importance of creating a nurturing and supportive educational atmosphere, ultimately benefiting both students and the institution.

1.9 Significance of the Study

The significance of this study lies in its potential contributions to educational practices, policy development, and further research regarding the relationship between school environments and student enrollment.

First, by understanding how different dimensions of the school environment—social, physical, and learning—affect students' enrollment decisions, schools can implement targeted strategies to enhance these environments, potentially increasing enrollment rates.

Secondly, the findings can inform policymakers about the critical factors in school environments that influence student enrollment. This knowledge can guide resource allocation, funding decisions, and policy development aimed at creating supportive school environments.

Besides, teachers can utilize insights from the study to enhance teaching practices and classroom management strategies. Understanding how the learning environment affects student engagement and enrollment can lead to more effective educational approaches.

Still, the study may reveal specific aspects of the school environment that require improvement. This can help schools prioritize interventions that have the most significant impact on student enrollment and retention.

Penultimate, this research adds to the existing body of literature on school environments and student outcomes. It can serve as a foundation for future studies exploring related topics, such as the long-term effects of school environments on academic achievement and social development.

Lastly, the findings can engage various stakeholders—teachers, administrators, parents, and community members—in discussions about improving school environments, fostering a collaborative approach to enhance student enrollment.

1.10 Definition of Key Terms

Enrollment: It is the number of students that were registered in public secondary schools.

Government-aided secondary schools: Government learning institutions/schools that enroll school-going students both male and female mostly aged between 12 and above years from senior 1 to senior 6.

School Environment: It is the entire atmosphere constituting the school plant.

Learning environment: It refers to the atmosphere in school in which teaching and learning process takes place. It includes but not limited to the classroom, library and laboratory facilities.

Physical environment: It refers to critical structures of infrastructure adding up to the entirety of the school plant like classrooms, libraries, laboratories, and playgrounds among others.

Social environment: It refers to the atmosphere that is characterized by mutual respect, human relations and interactions among two or more parties. It could be at classroom, laboratory or library level.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of existing related literature on school environment and students` enrollment. The review comprised literature from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to the topic under study. It included literature on the social environment, physical environment and learning environment in relation to students' enrollment in secondary schools.

2.1 Theoretical Review

Maslow's Hierarchy of Needs, proposed by Abraham Maslow in 1943, provides a framework for understanding human motivation through a five-tier model of human needs. These needs range from basic physiological requirements to self-actualization. In the context of education, each level of Maslow's hierarchy can affect students' enrollment decisions and overall academic engagement. At the base of the hierarchy are physiological needs, which include food, water, and shelter. In a school environment, this translates to the necessity of providing a safe and secure physical space for students. Schools that offer nutritious meals and maintain a safe environment are more likely to attract and retain students, especially in underprivileged areas (Maslow, 1943). Once physiological needs are met, safety needs become paramount. A positive school environment that emphasizes emotional and physical safety can significantly influence student enrollment. Schools that implement anti-bullying policies and foster a supportive atmosphere create a sense of security for students, making them more likely to enroll (Swearer & Doll, 2001). The need for social connections and belonging is crucial for student engagement. Schools that promote a sense of community and inclusiveness can enhance students' motivation to enroll. Programs that facilitate peer relationships, mentorship, and parental involvement can strengthen this sense of belonging, directly affecting enrollment numbers (Walton & Cohen, 2011). Esteem needs encompass both self-esteem and the esteem of others. Educational environments that celebrate achievements, provide recognition, and encourage personal growth can help fulfill these needs. Schools that offer

extracurricular activities and opportunities for leadership can enhance students' self-worth and motivation, leading to higher enrollment (Hattie & Timperley, 2007). At the top of the hierarchy, self-actualization involves realizing one's potential and seeking personal growth. Schools that offer diverse programs, innovative curricula, and opportunities for creative expression can help students achieve self-actualization. Such an environment not only fosters academic success but also attracts students who are eager to pursue their passions (Maslow, 1943; Ryan & Deci, 2000).

The school environment plays a critical role in addressing the various levels of Maslow's Hierarchy of Needs, significantly influencing student enrollment. By creating a supportive, secure, and enriching atmosphere, schools can attract and retain students; ultimately fostering a more engaged and motivated learner population.

2.2 Empirical Review

The empirical review of related review is presented according to the study objectives

2.2.1 Social Environment and Students' Enrollment

It is argued that practices relating to family context are critical determinants of students' enrollment in secondary schools. The most critical one being the parents' socio-economic status and student-relationships to their parents. The indirect relationship between parents of high levels of education takes place during the transmission of values towards secondary school that translates to inspiration and expectations for the students to attend post-primary education. Parents with goals and expectations that support post-primary education are more likely to enroll their children in certain secondary schools (Demi, Coleman-Jensen, & Snyder, 2010). Moreover, parents with higher income levels tend to be more actively involved in the schooling of their children, which is associated with secondary school enrollment. Thus, we expect that parents with higher education and higher incomes are more likely to have their children enrolled in post-primary school (Demi, Coleman-Jensen, & Snyder, 2010).

The relationship between the parents and children may be mediated by the relationship between former's income and child schooling. Equally, the parent/child relationship may directly influence child secondary school enrollment. It is noted that positive attachment to parents at the adolescent stage involves maintaining affective and close

relations with parents, acknowledging the importance of parents, and looking up to them as examples worthy imitating. Supportive parent-child bonds during adolescent offers children with necessary support in the course of vital decision-making concerning educational and occupational goals (Demi, Coleman-Jensen, & Snyder, 2010). Under advantageous conditions, parents are more likely to influence their children's choice of school (Goldstein, 2007) and thus enhancing their enrolment into secondary schools.

Rural students tend to find support from parents more than their urban counterparts and parents more than teachers play a major role in the school choice of students (Kochung & Migunde, 2011). In most cases, students are largely influenced by the schools that their parents desire or which they attended during their youth stage. More often, the aspirations of children are determined by the aspirations and expectations of their parents. Support and encouragement from the parents therefore constitute significant factors that have been found to influence the school choice and ultimately students' enrolment levels in secondary schools. Students are likely to make choices that their parents desire in order to please them (Kochung & Migunde, 2011).

Environments of satisfying nature are key requirements that optimally enhance adaptive student outcomes like learning, motivation, school adjustment, attainment (Eccles, et al., 1993) and enrollment. Goodenow, (1993) and Juvonen & Weiner, (2013) as cited in Patrick, (2014), noted that school achievement not only has to do with academics. They argue that schools and classrooms inherently constitute social places, and that students go about their activities of study in the presence of several peers. To critically understand students' achievement at school, therefore, we ought to attend to their relations with others while at school and how the environment promotes different forms of social interactions and relationships. This can affect students' enrollment either negatively or positively.

The classroom is considered a social environment, which is characterized by several students' perceptions with regard to the way they are encouraged to interact and relate with others. It embraces classmates and the teaching force. The same can be broken down to include; support from teachers, promotion of mutual respect, enhancement of student task-kind of interactions, and promotion of performance-related goals. In recent times, research studies, have pointed out that the foregoing dimensions of the classroom social environment can be separated, evaluated quickly and reliably, in

relation to students' motivation, self-regulated learning, classroom behavior (both positive and negative), social relationships, and achievement (Ryan, Gheen, & Midgley, 1998). Whereas the aforementioned hardly emphasize the students' enrollment, it is important to note that social environment could affect enrollment and hence the justification for this study undertaking.

The social environmental importance is premised upon matters of support, mutual respect, task-oriented interactions among students, and a limited focus on competitiveness among students. For instance, the Standards of National Science Education explicitly include reference to instructors (teachers) cultivating a social environment with support, respect, and collaborative practices (National Research Council, 1995). According to the National Council of Teacher of Mathematics, (2022), social norms clearly outline what teachers need to endeavor to create in their classroom environment. For instance, teachers agitate that students ought to be "encouraged to share their ideas and always seek clarification until they perceive. Therefore, establishing an environment of mutual trust and respect cultivates ground for perception and enhances active participation in school activities beyond students' enrollment levels.

Anecdotal research evidence shows positive associations between perceptions of teacher support and students' adaptive motivational beliefs and engagement behaviors. For instance, where students consider their teachers as supportive, they tend to report higher levels of interest, value, efforts, and satisfaction in their school activities (Fraser & Fisher, 1982), a more satisfying academic self-concept (Felner, et al, 2015), and greater expectancies for success (Goodenow, 2013). Perception of the teacher as supportive is also positively related to requesting for help with school activities when required (Newman & Schwager, 1993), utilization of self-regulated learning strategic options (Ryan, Gheen, & Midgley, 1998). The afore-analyzed generally affect various school activities, students' enrollment inclusive despite the fact that researchers noted herein make no mention of enrollment. It is reason why this study is timely.

It is also argued that social environment is denoted by the promotion of task-oriented interactions. In a classroom social environment, instructors vary in the degree to which they permit, or even inspire students to relate with each other in the course of executing school activities. The way they relate could involve students sharing ideas

during the teaching-learning process, collaborating through group-work activities, and supporting each other during personal work. Relating with each other is a vital component part of student-related instructional approaches (Cohen, 2015) given that it offers the opportunity to respond to and answer questions, make suggestions, give elaborations, justify their argument, and take part in discussions (Webb & Palincsar, 1996).

2.2.2 Physical Environment and Students' Enrollment

Physical environment in the school establishment refers to circumstances in schools around the world that present challenges to educational planners and teachers to review the way in which schools are framed and sustained (WHO, 2017). The parameters of school driving forces include environmental ones; school walls, sanitation facilities, floor, among others, significantly impact student academic development and reflection of other related outcomes (Durán-Narucki, 2008). In other words, the nature of the physical environment coupled with its physical characteristic-features has a bearing upon the functionality of the school internally and externally particularly the students' fraternity. Kyle, et al., (2007) carried out a study that indicated that poor schools with inadequate educational resources of physical nature negatively impact the planned goals. The study findings indicated that environmental physical resources influence student outcomes. In addition, Stockard and Mayberry, (1992) concluded that the quality extent of the physical environment is related to better attitudes toward school and desirable performance.

Ferreira, (1995) argues that attitudes of students are normally shaped to some degree by the physical environmental structures within school. It is highlighted that building conditions as much as other structures of the school plant can directly impact the students' attitudes as well as those of parents and teaching staff. According to Proshansky, Ittelson, and Rivlin, (1970) as cited in Kyle, et al., (2007), physical settings and attitudes are perceived as; Physical establishments-simple or complex which impact students' feelings and attitudes towards the school organization. It is therefore arguably true to assert that the simplicity and complexity of the nature of the physical environment of the school can either impact students' enrolment or otherwise.

The physical environment of the school is quite broad in the real sense of teaching and learning (Lyons, 2002). It is made up of the school buildings (classes, libraries, laboratories, staff room, and administration block) and the surrounding grounds, such as noise, temperature, and lighting as well as biological, or chemical agents (Jagero, 2014). The number of classes, availability of libraries, and ratio of toilets verses students is considered very important in influencing the enrollment of students and learning. According to Hyde, (2017), an ideal physical environment in a school establishment is one in which students feel satisfied and in position to realize their full potential in terms of the intellectual, physical and emotional parameters. Students are either satisfied or dissatisfied with the school physical resources and this state of affairs not only affects the enrollment but also the level of performance (Epstein, 2013).

Whilst O'Neill, (2014) posits that the recent competition for smaller classrooms with insufficient seats within the school buildings makes such environment undesirable for not only learning but also attracting students. This makes students congested in a heated classrooms and could turn out to be violent, rendering such buildings unsafe. This calls for finding modalities to improve structural designs in relation to student health. It was not certain as to whether most upcountry secondary schools in Uganda have modern buildings with sizeable classrooms to suit students` populations, to minimize classroom congestion and to ensure a free teaching-learning environment. Earthman, (2017) is in line with the view that specific physical features such as space, equipment, maintenance, appearance, comfort and general physical arrangement positively or negatively affected the school learning environments. This study could make a way forward in Abim District.

Kwesiga, (2002) observed that resources in the school physical environment determine the quality of the school which in turn influences the achievements and enrolment rates of its students' population. Physical environmental resources like libraries, laboratories and sanitation facilities are considered key in retention of students since they facilitate effective learning. Some studies conducted indicate that lack of privacy for female students like the absence or poor toilets/washrooms leaves them dissatisfied and ultimately undermines the degree of their retention in school (Bickel & Lange, 1995). The findings of Yadar, (2014) and the report by UNESCO, (2018) attest to the foregoing and have shown that physical resources such as classrooms, libraries and laboratories

constitute a significant part in as far as students' enrolment is concerned. Schneider, (2002), equally attests the foregoing arguments.

According to Mills, (2012), the physical conditions of the school setting under which teachers perform their duties affect the students' morale and extent of motivation. Mills, (2012) stressed that learners are not well motivated if their classes are not well facilitated with furniture. In the third world countries of Sub-Saharan Africa, most rural secondary schools are managed in dilapidated classroom structures, with limited and poor furniture, poor ventilation and sanitation facilities, all of which negatively affects student enrolment and attendance (World Bank, 2016). Whilst, Mutai, (2014) argues that the enhancement of satisfying classrooms and laboratories can make the subjects very interesting and exciting to the learners thus attracting more students into school system given that they are likely to perceive the subject content.

Students' achievement at any point is accumulative function of physical inputs whose level of adequacy is paramount by any academic standards. As such, laboratories, textbooks, school buildings and libraries among others are deemed important and their availability in adequate amounts should be given due attention by school administrations (Dahir & Faize, 2011). It is posited that though provision of stationeries and teaching aids is critical in line with students' enrollment, their effective utilization is dependent on well-established infrastructural physical resources in adequate terms (Simons, Hwang, Fitzgerald, Kielb, & Lin, 2010). It is therefore arguably true to assert that the condition of school buildings is important in attracting and retaining students and this study intended to make an investigation into the same.

According to Ugiomoh, Ememe, and Obike, (2013) secondary school resources, besides the teachers, involve diverse and yet critical physical infrastructures in the classroom block. They are many but limited to furniture/desks, neatness of the floor area and blackboard, appearance of the walls, roofing or with sealing to reduce heat to ensure desirable students' learning atmosphere. Therefore, this study intends to ascertain the degree of sufficiency of the different school physical resources (infrastructures) that constitute the school environment in order to enhance appropriate enrollment in government-aided secondary schools in Abim District.

2.2.3 Learning Environment and Students' Enrollment

Several scholars view learning environment with the use of differing research studies. Alabi, Oduwaiye, and Fasasi, (2012) opine that learning environment means the context where learning occurs and involves all resources, human and non-human, and opportunities for learners to utilize them creatively during learning and to shape their potentials. According to Cohen, (2015), learning environment refers to the quality and characteristic nature of school life entailing various dimensions of life experiences in school reflecting norms, core values, objectives and goals, teaching and learning, relationships of interpersonal nature, leadership activities and the organizational structures of the school in general. The aforementioned are quite critical in influencing the enrollments of students especially if they are upheld and put into practical perspective.

Whilst Nwadiani, (2020) is of the view that learning environment is a significant concept which continues to evolve and that as time goes by, environments are transformed from simple to more complex levels in terms of structure and form. Therefore, the dynamic nature of the learning environment largely influences the person's ways of the acquisition of skills and knowledge, as well as attitudes and competencies. It is important to note that from the foregoing views regarding learning environment (Alabi, Oduwaiye, & Fasasi, 2012; Cohen, 2016; Nwadiani, 2020), the study extensively examined the concept of learning environment as an establishment in which the students come into contact with, ultimately influencing their conduct as a whole. It is arguable that students' enrollment is premised upon the nature of the learning environment.

Javed and Asghar, (2017) undertook a study in Pakistan regarding the Association of Classroom Environment with enrollment and academic attainment of secondary school girls. It was revealed that there was a positive association between the classroom environment with enrollment and academic attainment of girls in secondary schools. The study further showed that positive learning/classroom environments are synonymous with enough physical facilities that influence the process of teaching/ learning. It was noted that adequately facilitating the classes, libraries and laboratories would affect academic attainment of girls in secondary schools and generally the enrollment levels. Classroom environments with existence of requisite resources and

modern instructional facilities for teaching and learning process make the learning conducive.

The significant effect of the learning environment (classrooms) on academic attainment and enrollment was observed in small, medium and large secondary schools. This is in line with the findings advanced by a study in Kuwait (Al-Enezi, 2002). His findings emphasise school environments, particularly at learning level, need to be conducive and accommodative to meet the students' academic and social needs. The study made an investigation concerning the relationship between school building conditions and academic attainment in public schools in Kuwaiti. The study concluded that learning environments should be suitable enough to impact enrollment and performance levels. On the premise of the foregoing findings, it is important for all stakeholders in school to create an attractive learning environment that enhances students' satisfaction.

Studies, which were carried out in Africa, involve that undertaken by (Bogonko, 1992). It pointed out that the learning environment circumstances in Africa significantly differ. In Nigerian context for example, Adamu, (2015), carried out a study about the influence of learning environment on students' academic attainment in Mathematics in some secondary schools in the Yobe state. The study pointed out that learning environment greatly affected students' academic scores. This was in consonance with Nwadiani, (2020) who observed that under certain conditions, a student acquired new skills and knowledge and developed some level of competency. Cohen, (2006) study observed that the learning environment determined the quality and character of school life, all of which impacted performance. It was generally found out that learning environment differently affected students' achievement in different perspectives. The aforementioned studies are however silent about students' enrollment and thus the need for this study undertaking.

In East Africa, Namusisi, (2015), carried out a study in Uganda. Her study findings pointed out that a learning environment with well-designed classroom structures increased learning on a progressive note by approximately 16%. This is in agreement with another study conducted by Arul, (2012), in West Africa. The two studies hold the view that learning environment is a platform that affects greater influence on students' performance. This occurred when co-curricular activities, teaching methods and clear relationships were provided, instituted, maintained and well coordinated. According to

Kamaruddin, Zainal, and Aminuddin, (2009), learning environment is a formal way of doing what it takes where teachers and students' practices are well planned, organized and coordinated from internally and externally. The ultimate result is double edged, culminating into performance and high enrolment.

Osundwa, (2016) elaborated that the school learning environment was multi-dimensional in Kenya. He showed that it involves the physical, social, academic and cultural environments, all of which influence students' attraction, learning and academic success. Other studies conducted in Kenya (Eshiwani, 2009) and Sifuna, (2000) provided mixed views on the contribution of the school learning environment particularly the effects of the school learning environment in relation to student achievement. Sifuna, (2000) considered learning environment as key to school output, while (Eshiwani, 2009) differed accordingly. Such differing arguments however reflected significant gaps that called for the need for investigation.

2.3 Gaps and Summary of the Reviewed Literature

The literature reviewed is suggestive that the school environment has a bearing on the students, either negatively or positively towards learning. However, these studies were carried out in different parts of the world with different education systems and at different education levels rather than what the current study targeted. Besides, no such studies so far have been conducted in Abim District to provide vivid evidence to link students' enrollment with the school environment. It has to be noted that although there is high student enrollment at secondary level across the nations in Sub Saharan Africa, literature reviewed shows that many students still have been locked out of school thus curtailing their potential and subsequent contribution to development of their Nations. To address these gaps, this study will be conducted to provide evidence on the status of school environment and students' enrollment in government-aided secondary schools in Abim District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methods that were used to conduct the study about "School Environment and Students 'Enrollment in Government-Aided Secondary Schools in Abim District. It coverers a description of the research design, study population and sampling techniques, data collection, quality control, data collection analysis, ethical consideration, study limitations and delimitation.

3.2 Research Design

The study made use of a cross-sectional study design involving selection of government aided secondary schools and collection of both quantitative and qualitative data at a single moment in time. The study design was preferred because of its ability to facilitate rapid data collection from the target population (Amin, 2005). Use of both qualitative and quantitative techniques enabled triangulation of the study findings for the production of more coherent and complete picture about the study. Using a combination of qualitative and quantitative data helped in improving on evaluation by ensuring that the limitations of one type of data were counteracted by the strengths of the other (Kothari, 2004).

3.3 Study Population

The population in this study comprised 332 respondents (16 school administrators and 316 teachers) from eight government-aided secondary schools in Abim District. The teachers were considered they were the ones who handle the teaching and learning processes. The school leaders i.e. head teachers and deputies were chosen because they were the key actors in the instructional process in secondary schools.

3.4 Sample Size

A sample is a part of the targeted population that is carefully selected in such a way that the whole population is represented (Magenda & Magenda, 2003). The sample size was arrived at using Krejcie & Morgan (1970) table of sample determination.

Table 3.1 Showing the study population, sample size and sampling techniques

Category	Study population	Sample size	Sampling technique
School leaders	16	12	Purposive sampling
Teachers	292	165	Simple random sampling
Total	308	177	

Source: Primary Data, 2023

3.5 Sampling Techniques

3.5.1 Simple random sampling

Teachers were randomly selected for the study. This sampling technique aided the researcher to avoid biasness and provided relevant, accurate and adequate data for the study (Amin, 2005). Besides, its ease to use and accurate representation of a larger population made it a perfect choice.

3.5.2. Purposive sampling

The school leaders i.e. Head teachers and deputy head teachers were selected using purposive sampling. This was based on their knowledge, ability and exposure on the study variables as well as experience about the relationships between school environment and students' enrollment in government aided Secondary Schools in Abim District.

3.6 Data Collection

A number of methods and tools were used to collect both quantitative and qualitative during the study. These were questionnaire method to collect quantitative data and interview method for qualitative data.

3. 6.1 Self-administered questionnaire

A self-administered questionnaire was used in collecting quantitative data. Questionnaires were administered to schoolteachers in government-aided secondary schools in Abim District. Mugenda and Mugenda, (1999) state that questionnaires are efficient data collection mechanisms where the researcher knows exactly what is required and how to measure the variables of interest besides being less expensive and time saving as they do not need much skills to administer. These tools facilitated the collection of data that was coded and transformed to derive quantitative information regarding the study (Mugenda & Mugenda, 1999). The questionnaires comprised of mainly closed-ended questions, which were formulated in line with the research

objectives. The questions were in form of the Likert scale statements having five category responses (5-1), that is, strongly agree (5), agree (4), Not sure (3), Disagree (2), strongly disagree (1)

3.6.2 Interviews

Interview guides were used to collect qualitative data from key informants including Head teachers and deputy head teachers of the schools selected for the study and the information obtained was used to supplement on that obtained by way of questionnaires. This was purposely intended to get in depth information about the study (Creswell, 2014). The interviews involved face-to-face encounter with the targeted respondents. The researcher travelled to the schools under study to meet the respective Head teachers and deputy head teachers to arrange prior to the interview. The researcher also endeavored to establish rapport with Head teachers before the interview scheduled dates.

Interview responses were noted down in a notebook, also recorded using a smart phone, and later on transcribed for final analysis. The recordings were played back again and retrieved later for review. The names of head teachers and deputy head teachers were not mentioned anywhere in the report but they were rather referred to as, “Head teacher /deputy head teacher of school “A”, “B”, “C”, “D” and the like.

3.7 Quality Control

Validity and reliability of the research instrument was measured as seen under the following sub sections.

3.7.1 Validity of Instruments

Validity refers to the degree to which results obtained from analysis of the data actually represent the phenomenon being studied. The researcher first determined the ability of questionnaires and interview guides to collect accurate data that represents the phenomena under study. Instruments validity test was conducted by presenting the questionnaire drafts to two experts (one being a research supervisor and the other, a lecturer for Research Methods at Uganda Christian University) as inter-judges and using their comments, Content Validity Index (CVI) was determined.

Table 3.2: The Content Validity Index

Variable	Items	Valid	CVI
Social Environment	6	4	0.67
Physical Environment	7	5	0.71
Learning Environment	7	5	0.71
Students Enrolment	5	4	0.80
Total	**25**	**18**	**0.72**

Source: Primary Data, 2023

The table 3.2 shows that the CVI was above 0.7 as recommended by Amin (2005). The tool was, therefore, deemed appropriate and valid for use in data collection.

3.7.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results. Cronbach"s Alpha coefficient was used to measure reliability of the instrument. Results of reliability test are presented in table 3.3

Table 3.3 Reliability Statistics

Reliability Statistics			
Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Social Environment	.617	.637	4
Physical Environment	.834	.841	5
Learning Environment	.696	.707	5
Students Enrolment	.736	.732	4
Average	**0.721**	**0.729**	**18**

Source: Primary Data, 2024

Results of reliability test in table 3.3 indicates Cronbach alpha of 0.721, which was above 0.7 recommended by Amin, (2005). The tool was deemed appropriate to be used for data collection.

3.8 Data Analysis

This is making sense out of data. In other word, it either is the process of treating data gathered by questionnaires or interviews so that it makes sense.

3.8.1 Analysis of Quantitative Data

Data obtained from the field using questionnaires was entered into statistical data in Statistical Packages for Social Scientists (SPSS) version 20. for analysis. Quantitative data was analyzed in terms of descriptive, inferential and relational statistical. The study findings presented in tables. The mean values were interpreted basing on the developed legend presented in table 3.4.

Table 3.4 Legend for Interpretation of Mean Values

RANGE	INTERPRETATION
1.00 – 1.49	very low
1.50 – 2.49	low
2.50 – 3.49	moderate
3.50 – 4.49	high
4.50 – 5.00	very high

3.8.2 Analysis of Qualitative Data

Qualitative Data obtained from interview during face-to-face interaction with school heads and the deputy heads was largely qualitative in nature and was analyzed thematically. The researcher categorized the data collected into meaningful themes corresponding to study objectives.

3.9 Ethical Consideration

To ensure confidentiality of the information that was provided by the respondents and to ascertain the practice of ethics in the study, the researcher undertook the following activities:

- Sought the approval by the Research and Ethic Committee of Uganda Christian University-Mbale Campus.
- Got a letter of introduction to the field from the University.
- Solicited the respondents' consent through written request to the authorities of the government –aided secondary schools under study.
- Observed confidentiality by coding the respondents and schools where data was gathered from to avoid mentioning names.
- Acknowledged the authors quoted in this study.
- Presented the findings in a generalized manner.
- The research report was subjected to plagiarism test.
- Respected for the respondents during data collection.
- Beneficence was observed during data collection.

3.10 Limitations to the study

Cross-sectional research design has several limitations that researcher considered when interpreting findings.

- Cross-sectional studies capture data at a single point in time, making it difficult to establish causal relationships. While associations can be identified, it is challenging to determine whether one variable causes changes in another.
- Because data is collected simultaneously, it is impossible to know the direction of relationships. For example, if a study finds that higher school engagement is associated with increased enrollment, it is unclear whether engagement leads to enrollment or vice versa.
- This design provides a limited view of a dynamic process. Changes in behaviors or attitudes over time cannot be observed, potentially missing trends or fluctuations that could influence the results.
- The sample may not be representative of the broader population, leading to biased results. If certain groups are overrepresented or underrepresented, the findings may not generalize well.
- Cross-sectional studies may fail to account for confounding factors that could influence the relationship between variables. Without longitudinal data, it is challenging to control for these extraneous variables.
- Cross-sectional research often relies on surveys or questionnaires, which may not capture the complexity of experiences or motivations. This limitation can lead to oversimplification of findings.
- Participants may respond in a way they believe is socially acceptable rather than providing honest answers, particularly in surveys about sensitive topics. This bias can skew results.
- The design cannot assess changes over time or the impact of interventions, which limits its usefulness for evaluating long-term effects.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation and analysis of the researcher's findings of the study. It includes the questionnaire return rate and participants' demographic information. In addition are the findings on the school leaders' i.e. head teachers and their deputies, and teachers' views on school environment as a contributing factor of students' enrolment. The data from the teachers questionnaires presented here were triangulated with the data obtained from in-depth interviews with some head teachers and Deputy Head teachers from Abim district.

4.2 Biographical Information of the Respondents

The researcher sought respondents' biographic data about their gender, age, level of education and years of working experience to determine representativeness of the sample. It targeted teachers because they were the direct beneficiaries of the teacher professional development.

Table 4.1 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	85	51.5	51.5	51.5
	Female	80	48.5	48.5	100.0
	Total	165	100.0	100.0	

Sources: Field Data, 2023

Table 4.1 presented the data related to gender of the respondents. Gender is an important variable in a given social situation, which is variably affected by social or economic phenomenon, and globalization is not an exception to it. Thus, the gender variable was investigated in the research study. It was quite clear that out of the total number of respondents, 85 (51.5%) were of the male gender while 80 (48.5%) were found to be of the female gender. However, there was gender representation in the study.

Table 4.2 Age Bracket

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26-30	10	6.1	6.1	6.1
	31-35	50	30.3	30.3	36.4
	36-40	65	39.4	39.4	75.8
	41-45	27	16.4	16.4	92.1
	46 above	13	7.9	7.9	100.0
	Total	165	100.0	100.0	

Sources: Field Data, 2023

Table 4.2 shows the age distribution of the respondents that took part in the study. Age is considered one of the most significant characteristics in perceiving the views about particular problems. Age indicates the maturity level of individuals in that sense that age becomes paramount to assess the responses clearly. The table shows that 13 (7.9%) of the respondents are aged 46 years and above, 10 (6.1%) of the respondents fall in the age bracket of 26-30 on the table. On the other hand, 50 (30.3%) were in the age bracket of 31-35 years, 65 (39.4%) were in the age bracket of 36-40 years, and 27 (16.4%) of the respondents were between 41-45 years.

It is therefore evident from the table that all the respondents are mature people and thus the data obtained is reliable. Nevertheless, most of the respondents are below 50 years of age and this gives the opportunity to have more people that are productive. This is ordinarily on the premise that the age bracket of the members is more energetic, active and with more zeal to work compared to the ageing.

Table 4.3 Education Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	5	3.0	3.0	3.0
	Degree	79	47.9	47.9	50.9
	Diploma	77	46.7	46.7	97.6
	Certificate	4	2.4	2.4	100.0
	Total	165	100.0	100.0	

Sources: Field Data, 2023

Besides, table 4.3 shows data related to the education level of the respondents (teachers) that actively took part in the study and was presented and interpreted accordingly. Education is one of the most significant characteristics that affect one's personal attitude and perception about a particular workplace entity. In most cases,

the responses generated from an individual are likely to be influenced by the extent of his/her education and therefore making it crucial to know the education background of the respondents. Thus, the researcher investigated the education variable. In the instant study, 77 (46.7%) of the respondents had attained diploma level education, 79 (47.9%) of the respondents were of degree level of education, 5 (3.0%) were of masters' degree level of education and four (2.4%) had certificate. This demonstrates that the majority teaching staff in secondary schools in Abim district that participated in the study were literate, could read and write and therefore ably responded to the questionnaires. It can be deduced that they gave quite informed responses that were used by the researcher for data analysis.

Table 4.4 Working Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	15	9.1	9.1	9.1
	6-10	46	27.9	27.9	37.0
	11-15	84	50.9	50.9	87.9
	16 above	20	12.1	12.1	100.0
	Total	165	100.0	100.0	

Sources: Field Data, 2023

Table 4.4 presented the data related to the experience level of the respondents that actively took part in the study. Experience is considered to have a significant bearing on one's level of performance as one becomes efficient and effective in his/her productive activities. In most cases, the responses generated from an individual are likely to be influenced by the extent of his/her education and therefore making it crucial to know the education background of the respondents.

Thus, the researcher investigated the experience variable. In the current study, majority 84 (50.9%) of the respondents were 11-15 years' experience and above, while minority 15 (9.1%) of the respondents were of 0-5 years of experience. However, 46 (27.9%) were of 6-10 years of experience and 20(12.1%) had 16 years and above of experience. This illustrates that the majority of the respondents that took part in the study were teachers of vast experience. By implication therefore, it means the respondents were in position to provide informed responses that the researcher used to accomplish the study.

4.3 Quantitative Analysis

4.3.1 Influence of the social environment on students' enrollment in secondary schools in Abim District

The descriptive statistics on the Influence of the social environment on students' enrollment in secondary schools in Abim District were presented in tabular form. They among others included socio-economic status of parents, relationship between parents and children, supportive-encouragement, socially adaptive conditions, inspiration from parents, classroom social atmosphere and mutual respect in relation to enrollment.

Table 4.5 Responses on the influence of social environment on students` enrollment in secondary schools in Abim District

ITEM	SD	D	NS	A	SA	MN
Socio-economic status of parents influences school enrolment	16(9.7%)	12(7.3%)	12(7.3%)	64(38.8%)	61(37.0%)	**3.86**
Supportive-encouragement promotes enrolment	34(20.6%)	21(12.7%)	15(9.1%)	50(30.3%)	45(27.3%)	**3.31**
Socially adaptive conditions enhance enrolment	19(11.5%)	22(13.3%)	8(4.8%)	64(38.8%)	52(31.5%)	**3.65**
Inspiration from parents determine school enrolment	20(12.1%)	15(9.1%)	6(3.6%)	56(33.9%)	68(41.2%)	**3.83**
Overall mean $\bar{X}$						**3.66**

Sources: Field Data, 2023

The table 4.5 shows that 64 (38.8%) of the respondents agreed that socio-economic status of parents influences school enrolment while 61 (37.0%) strongly agreed. Nevertheless, 16 (9.7%) strongly disagreed, 12 (7.3%) disagreed while 12 (7.3%) were not sure. This means that the extent of socio-economic status of the parents has a significant bearing upon the level of students' enrolment in secondary schools in Abim District. Table 4.5 shows that 50 (30.3%) of the respondents agreed that supportive encouragement promotes enrolment while 45 (27.3%) strongly agreed. On the other hand, the minority 34 (20.6%) strongly disagreed, 21 (12.7%) disagreed while 15 (9.1%) were not sure. The underlying argument could be that parents play a vital role in influencing students to enroll in secondary schools in Abim District. Further still, table 4.5 shows that 64 (38.8%) of the respondents agreed that socially adaptive conditions enhance enrolment while 52 (31.5%) strongly agreed accordingly. Nonetheless, 19 (11.5%) strongly disagreed, 22 (13.3%) disagreed while minority 8 (4.8%) were not sure.

It can therefore be deduced that schools with socially adaptive circumstances can constitute a strong determinant of students' enrollment in secondary schools in Abim district. Whilst table 4.5 Shows that 68 (41.2%) of the respondents strongly agreed that the inspiration from the parents influences school enrolment while 56 (33.9%) agreed. However, the 20 (12.1%) strongly disagreed, 15 (9.1%) disagreed while six minority (3.6%) were not sure. By implication therefore, inspiration from parents greatly influences students' enrolment patterns in secondary schools in Abim District. Looking at the overall mean of $\bar{X}$=3.24, it means that there was moderate effect of Influence of the social environment on students' enrollment in secondary schools in Abim District.

4.3.2 Influence of physical environment on students' enrollment in secondary schools in Abim District

In this section, the descriptive statistics on the influence of physical environment on students' enrollment in secondary schools in Abim District were presented in tabular form. They among others included school classroom blocks, quality of physical infrastructure, conditions of building, adequacy of supportive infrastructure, size of the classroom, physical quality of sanitation, and the kind of available furniture in relation to enrollment

Table 4.6 Responses on the influence physical environment on students` enrollment in secondary schools in Abim District.

ITEM	SD	D	NS	A	SA	MN
The quality of physical infrastructure enhances enrolment	23(13.9%)	23(13.9%)	8(4.8%)	50(30.3%)	61(37.0%)	3.62
The conditions of buildings promote enrolment in school	24(14.5%)	24(14.5%)	8(4.8%)	41(24.8%)	68(41.2%)	3.64
The adequacy of supportive infrastructure influences enrolment	18(10.9%)	14(8.5%)	9(5.5%)	68(41.2%)	68(41.2%)	3.86
The physical quality of sanitation is a source of student enrolment	19(11.5%)	19(11.5%)	7(4.2%)	61(37.0%)	59(35.8%)	3.74
The kind of available furniture motivates students' enrolment	8(4.8%)	20(12.1%)	11(6.7%)	60(36.4%)	66(40.0%)	3.95
Overall mean $\bar{X}$						**3.76**

Sources: Field Data, 2023

The findings, table 4.6 Shows that 50 (30.3%) of the respondents agreed that the quality of physical infrastructure enhances enrolment while 61 (37%) strongly agreed. On the other hand, the 23 (13.9%) strongly disagreed, 23 also (13.9%) disagreed accordingly

while eight minority (4.8%) were not sure. In line with table 4.6, 41 (24.8%) of the respondents agreed that the conditions of buildings promote enrollment in school while 68 (41.2%) strongly agreed with the view in question. However, 24 (14.5%) strongly disagreed, 24 also (14.5%) disagreed while eight minority (4.8%) were not sure. This could imply that the conditions of school buildings can affect student enrolment in Abim District depending on how good they are. Besides, table 4.6 demonstrates that 56 (33.9%) of the respondents agreed that the adequacy of supportive infrastructure influences enrolment while 68 (41.2%) strongly agreed. On the other hand, the 18 (10.9%) strongly disagreed, 14 (8.5%) disagreed while nine minority (5.5%) were not sure. This could imply that students are driven into certain schools in Abim District on the premise of enough infrastructure. Further, table 4.6 Shows that 61 (37.0%) of the respondents agreed that the physical quality of sanitation is a source of students' enrolment while 59 (41.2%) strongly agreed accordingly. However, the 19 (11.5%) strongly disagreed, 19 also (11.5%) disagreed while seven minority (4.2%) were not sure. This could point to the view that students are attracted by sound sanitation facilities into existing secondary schools in Abim District. Table 4.6 still shows that 60 (36.4%) of the respondents agreed that the kind of available furniture motivates students' enrolment while 66 (40%) strongly agreed. Nevertheless, the eight (4.8%) strongly disagreed, 20 (12.1%) disagreed while 11 (6.7%) were not sure. This means that apart from other supportive compliments, the nature of furniture is a major driver of students' enrolment in secondary schools in Abim District. Also from the overall mean of $\bar{=}$3.46, shows that there was moderate effect of Influence of physical environment on students' enrollment in secondary schools in Abim District.

4.3.3 Influence of learning environment on students' enrollment in secondary schools in Abim District

In this section, the descriptive statistics regarding influence of learning environment on students' enrollment in secondary schools in Abim District were presented accordingly in tabular form. They among others included the learning environment involves use of multiple resources, dynamic nature of the learning atmosphere, learning environment being conducive, learning environment is made up of equipped libraries, learning environment being suitable for content delivery, learning environment being

complimented by co-curricular activities, and learning environment is well planned and coordinated in relation to enrollment.

Table 4.7 Influence of learning environment on students` enrollment in secondary schools in Abim District

ITEM	SD	D	NS	A	SA	MN
The dynamic nature of the learning atmosphere enhances enrolment	19(11.5%)	27(16.4%)	8(4.8%)	42(25.5%)	69(41.8%)	3.70
The learning environment is quite conducive	36(21.8%)	28(17.0%)	8(4.8%)	41(24.8%)	52(31.5%)	3.27
The learning environment is made up of equipped libraries	34(20.6%)	30(18.2%)	9(5.5%)	44(26.7%)	48(29.1%)	3.25
The learning environment is complimented by co-curricular activities	15(9.1%)	23(13.9%)	7(4.2%)	61(37.0%)	59(35.8%)	3.76
The learning environment is well planned and coordinated	12(7.3%)	28(17.0%)	11(6.7%)	52(31.5%)	62(37.6%)	3.75
Overall mean						**3.55**

Sources: Field Data, 2023

Findings in table 4.7 indicate that 42 (25.5%) of the respondents agreed that the dynamic nature of the learning atmosphere enhances enrolment while 69 (41.8%) strongly agreed. However, the 19 (11.5%) strongly disagreed, 27 (16.4%) disagreed while eight (4.8%) were not sure. It is therefore important to note that the changing learning atmosphere also motivates students' enrolment in secondary schools in Abim District. In accordance with table 4.7, 41 (24.8%) of the respondents agreed that the learning environment is quite conducive while 52 (31.5%) strongly agreed. Nevertheless, the 36 (21.8%) strongly disagreed, 28 (17.0%) disagreed while eight (4.8%) were not sure. This means that learning environment ought to be conducive enough in order to enhance students' enrolment in secondary schools in Abim District. Table 4.7 shows that 44 (26.7%) of the respondents agreed that the learning environment is made up of equipped libraries while 48 (29.1%) strongly agreed accordingly. On the other hand, the 34 (20.6%) strongly disagreed, 30 (18.2%) disagreed while nine (5.5%) were not sure. This could point to the fact that learning environment with library facilities can go a long way in promoting students' enrolment in secondary schools in Abim District. With regard to table 4.7, 56 (33.9%) of the respondents strongly disagreed that the

With regard to table 4.7, 61 (37.0%) of the respondents agreed that the learning environment is complimented by co-curricular activities while 59 (35.8%) strongly

agreed. On the other hand, the 15 (9.1%) strongly disagreed, 23 (13.9%) disagreed while seven (4.2%) were not sure. Arul, (2012) is in line with the foregoing view of the respondents. It is noted that where co-curricular activities, teaching methods and clear relationships were provided, instituted, maintained and well coordinated, the learning environment was impacted. Table 4.7 shows that 52 (31.5%) of the respondents agreed that the learning environment is well planned and coordinated while 62 (37.6%) strongly agreed accordingly. Besides, the 12 (7.3%) strongly disagreed, 28 (17.0%) disagreed while 11 minority (6.7%) were not sure. It is therefore possible to assert that there is all the need to ensure that learning environment in secondary schools in Abim District is well planned and coordinated. This could in turn enhance students' enrollment. Also from the overall mean of $\bar{X}$ =3.44 shows that there was moderate effect of Influence of learning environment on students' enrollment in secondary schools in Abim District.

4.3.4 Students' Enrollment in Secondary Schools

This section was with regard to the dependent variable. It presented the descriptive statistics concerning students' enrollment in secondary schools in Abim District. The presentation was also made accordingly in tabular form. The descriptive statistics included the finding out whether there are high student numbers, students' regular attendance, stability in students' enrollment, steady growth in students' enrollment, and whether the ratio of boys to girls is approximately the same.

Table 4.8 Status of students` enrollment in secondary schools in Abim District

ITEM	SD	D	NS	A	SA	MN
There are high student numbers	12(7.3%)	16(9.7%)	12(7.3%)	64(38.8%)	61(37.0%)	3.88
The students' attendance is regular	54(32.7%)	46(27.9%)	10(6.1%)	32(19.4%)	23(13.9%)	2.54
There is steady growth in student enrolment	19(11.5%)	26(15.8%)	8(4.8%)	60(36.4%)	52(31.5%)	3.61
The ratio of boys to girls is the same	20(12.1%)	27(16.4%)	6(3.6%)	60(36.4%)	52(31.5%)	3.59
Overall mean $\bar{X}$					**3.41**	

Sources: Field Data, 2023

According to table 4.8, 64 (38.8%) of the respondents agreed that there are high student numbers while 61 (37.0%) strongly agreed. Nevertheless, the 12 (7.3%) strongly disagreed, 16 (9.7%) disagreed while 12 (7.3%) were not sure. This means that because of a combination of factors (Physical environment, learning environment, and social

environment) in secondary schools in Abim District, student enrolment levels are visible. In as far as table 4.8 is concerned, 54 (32.7%) of the respondents strongly disagreed with the view that students' attendance is regular while 46 (27.9%) disagreed. On the other hand, the 10 (6.1%) agreed, 23 (13.3%) strongly disagreed while 10 (6.1%) were not sure. This could imply that the Physical environment, learning environment, and social environment in secondary schools in Abim District, needs to be reviewed.

From table 4.8, 46 (27.9%) of the respondents agreed that there is stability in student enrollment while 53 (32.1%) strongly agreed. However, 30 (18.3%) strongly disagreed, 25 (15.2%) disagreed while 11 (6.7%) were not sure. This means that given the prevailing Physical environment, learning environment and social environment in secondary schools in Abim District, stability in student enrollment is visible.

Table 4.8 further shows that 60 (36.4%) of the respondents agreed that there is steady growth in student enrolment while 52 (31.5%) strongly agreed. Nevertheless, the 19 (11.5%) strongly disagreed, 26 (15.8%) disagreed while eight (4.8%) were not sure. It can be deduced that the existing environment in terms of the Physical, learning environment, and social in secondary schools in Abim District, has a significant bearing upon the steady in student enrolment. In accordance with table 4. 8, 60 (36.4%) of the respondents agreed that the ratio of boys to girls is approximately the same while 52 (31.5%) strongly agreed accordingly. On the other hand, the 20 (12.1%) strongly disagreed, 27 (16.4%) disagreed while six (3.6%) were not sure. It could equally be probable that the Physical, learning, and social environment in secondary schools in Abim District is of critical importance. This is in line with the students' ratio in terms of boys and girls and ultimately the enrollment patterns. From the overall mean of $\bar{X}$=3.41 shows that there was a moderate effect of the above factors on Students' Enrollment in Secondary Schools in Abim District.

4.4 Qualitative Analysis

This section is based on raw data solicited from the field using face-to-face interviews, and literature review to answer the research questions set by this study. It discusses informants' attitudes towards school environment and how it influences students' enrollment in Government-aided secondary schools. In this case, study participants included administrative staff particularly head teachers and deputy head teachers of

secondary schools in Abim District. Respondents' revelations contained in this section demonstrate that school environment is highly believed to have contributed immensely to improved students' enrollment.

4.4.1 School Environment

In assessing the influence of school environment on students' enrollment, the study examined the role played by each of the three variables of school environment (social, physical and learning environment) in enhancing students' enrollment in secondary schools in Abim District. The findings demonstrate that school environment is broad in nature and can be broken down into various dimensions. Emphasis was laid on the view that the school environment involves the social environment, physical environment and learning environment. It was further pointed out that each dimension is characterized by various components, all of which have a bearing upon students' enrollment in secondary schools in Abim District. One of the participants (head teacher A) added that

> *A school environment extensively defines the entire components that constitute the institutional atmosphere and impacts its functionality. It is therefore representative of the all what it takes to constitute a school in terms of all the necessary resources in the social, physical and learning atmosphere. Such could include but not limited to the school plant (visible) and others of invisible nature but all of which impact the school.*

Another participant (head teacher B) provided another view though quite in line with head teacher A. He was of the view that;

> *School environment broadly has to do with all that takes place within an education institution from the social, physical and learning environmental perspective. It was noted that the nature of the school environment is quite pivotal in the functioning of all the units and this is critical in student attraction and generally performance.*

4.4.2 Student Enrolment

The other variable of the study that was investigated was student enrollment. In assessing students' enrollment, the researcher was interested in finding out what the

respondents understanding of it. Interview findings from school administrators demonstrate that student enrollment is all about the numbers of learners attracted into the secondary schools in Abim District. Emphasis was however specifically laid on the fact that it is the total number of students attracted and registered as members of the school learning community in all classes at ordinary and advanced level. In light of the fore analyzed, one of the participants (head teacher C) attested to the view that;

> *Student enrollment refers to the overall number of students that constitute records of the school from one class to another. It was emphasized that all students recruited through the normal admission procedure constitute the school enrollment. However, student enrollment patterns vary depending on the nature of the school environment.*

On the other hand, another participant (head teacher A) provided another view. However, it is in tandem with that of the head teacher C. Emphasis was laid more on enrollment patterns at different classes in secondary schools though ultimately making the overall number of students. It was pointed out that

> *Student enrollment is a common practice of student attraction in school throughout the year and that it is a going concern. It is however, more common with students transitioning from primary to secondary and those joining advanced level. Whereas other classes also register enrollment (Senior 2, 3, 4 and 6), it is not as popular as the former.*

4.4.3 Typology of School Environment

About the typology of school environment, interview responses were also generated accordingly. The school administrators (head teachers and deputies) unanimously agreed that the social, physical and learning environment, which in turn influences the student enrollment patterns, dominates the school environment. It was noted that from the social perspective, the school environment ought to be adaptive in nature in order to impact student enrollment. In terms of the physical environment, emphasis was laid on the availability of adequate resources like classroom blocks, libraries, computer and science laboratories, sanitation facilities among others.

However, with regard to the learning environment, it was stressed that providing conducive learning atmosphere is critical. It was for instance pointed out that the

learning environment is made conducive by attempting to equip it with necessary facilities like furniture, instructional materials, laboratory equipment, and adequate space, among others. As a matter of emphasis, one of the participants (head teacher D) attested to the view that;

> *School environment is characterized by three major forms; social, physical and learning and that they all supplement each other in ensuring the stability of student enrollment patterns. Each environment in the typology may appear different but ultimately works to push forward the student enrollment agenda in secondary schools in Abim District.*

In addition, another participant (head teacher E) provided a similar view. Much as it was in tandem with that of the head teacher D, there was some contrasting line of argument. In this regard, emphasis was laid more on importance of the physical and learning environment compared to the social environment in secondary schools. It was pointed out that

> *School environment though viewed from the supplementary social, physical and learning perspective, it is distinguishable. This is because the physical and learning environment impact more in when it comes to enrollment patterns than the social environment. It is therefore important to plan accordingly while setting forth the school environment in relation to enrollment.*

4.4.4 Importance of school environment in relation to students' enrolment

Concerning the importance of school environment in relation to students' enrollment, interview responses were generated from the respondents particularly administrators (head teachers and deputy head teachers). They generally pointed out that the importance of the school environment is broad and impacts the levels of enrolment of students in school. Analysis of data reveals that there is a causal-effect relationship between school environment and students' enrollment in secondary schools in Abim District. This is on the basis that the school environment in its entirety constitutes the school plant that in turn has a bearing upon enrolment patterns.

Respondents noted that the school environment plays a significant role in as far as enrollment is concerned given that it attracts students into school. It was observed that with a well-equipped school environment characterized by quality and adequate

facilities, high enrollment was realized in schools and the reverse was largely true. The school environment is used as an incentive or disincentive of students' enrolment in secondary schools. One of the participants (deputy head teacher A) explained

> *The nature of the school environment either influences students enrollment or otherwise. Fully facilitated school environments work greatly in attracting students unlike those, which are poorly equipped. In the event of deteriorating school environments, students' enrollment patterns fluctuate in terms of numbers.*

In the same vein, another participant (deputy head teacher B) was in line with foregoing. Whereas there was a lot in common, much emphasis was laid on particular school environment, specifically the physical and learning. It was noted that it is vital to break down the importance of the school environment from the specific point of view in relation to students' enrollment. Ultimately it was elaborated that;

> *The physical and learning environmental components are the reason behind students' enrollment in secondary schools given that they are visible enough. Parents and students alike are driven by the existing infrastructure that constitute the physical and learning environments. Whereas the social* environment cannot be under-scored, it is more of secondary.

4.4.5 Factors that influence students' enrolment

With reference to the factors that influence students' enrolment, the respondents (participants) provided their views. They stressed that most factors that influence students' enrollment are derived from the school environment: physical, learning and social. The arguments generally put across in support of this view were more of physical and learning in nature. The physical infrastructure like classroom blocks, laboratories (computer and science), libraries, sanitation facilities, paly grounds, and dormitories were noted.

Equally important was the facilities within the learning environment. Cases in point included furniture, science equipment, textbooks and other related instructional materials. Above all, the human resources (teaching staff) were noted as critical in the learning environment. All the respondents interviewed generally agreed that without

adequate teaching staff, the learning environment can hardly influence students' enrollment however conducive, and spacious it may be.

On another development, arguments were put across to the effect that to some extent, a socially adaptive school environment could influence enrollment. Some respondents nevertheless contested this. One of the participants (deputy head teacher C) pointed out that

> *The factors that influence students' enrolment are both visible (Physical and learning) and invisible (social). The way schools are planned, organized in terms of the physical, learning and social perspective influences students' enrollment patterns positively or negatively.*

4.4.6 Challenges faced in enhancing a conducive school environment

Data was analyzed according to challenges faced in enhancing a conducive school environment are concerned. In the face-to face interviews, majority of the respondents affirmed that enhancing a conducive school environment remains a big challenge and this ultimately has a bearing upon students' enrollment in secondary schools in Abim District. They stressed that the challenges are both local and external, financial and non-financial as well. They reasoned that whereas the enhancement of a conducive school environment is set out in school strategic plans and budgets, major funding for key priorities is externally determined. Emphasis was premised on the argument that much as schools have good structural plans to boost their physical and learning environment, the central government externally funds them.

It was noted that though the central government has been providing the funding over the years, it is at times characterized by delays. Ultimately, the planned physical infrastructural interventions have taken long to materialize. The other source of funding is local from school fees. Data analyzed reveals that though a big portion of the locally generated funds is realized, the arrears rate continues to surge. The other is the issue of manpower and electricity fluctuation. The teaching staff that is considered key in the school-learning environment (class, laboratories) is not up to the required ceiling. Electricity that is important in facilitating computer studies is not stable. This also affects the implementation of certain school targets on time and therefore makes it

challenging to enhance a conducive school environment. One participant (deputy head teacher D) explained that

> *Delays that characterize the remittance of funding from the Central government are common especially during the first quarter of the financial year. Besides, the funding is not even adequate to cover the key priorities in the physical and learning environment of the school. This state of affairs is made worse by the failure to realize all the locally projected revenue from school fees.*

Another participant also responded affirmatively highlighting the issue of manpower gap. Emphasis was laid on the view that central government influences over recruitment of teachers through the Education Service Commission, which presents a serious bottleneck to the enhancement of a conducive learning environment. It takes unnecessarily long time for the Education Service Commission to respond to human resource needs (filling teaching gaps) even when they are key priorities. This explains why the school environment at learning level (classroom and laboratory) remains wanting in some Secondary Schools in Abim District. One of the participants (deputy head teacher E) pointed out that

> *Manpower gap in the science unit is apparent in Abim secondary schools despite submission for more staffing to the Education Service Commission. As a result, the enrollment patterns continue to fluctuate especially at ordinary level.*

4.5 Answers to the Research Questions

4.5.1 To what extent does the social environment influence students' enrollment in secondary schools in Abim District?

To answer the research question, to what extent does the social environment influence students' enrollment in secondary schools in Abim District, the researcher first conducted a Pearson product-moment correlation coefficient to investigate the relationship between social environment and students' enrolment. Table 4.9 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.9: Results of social environment and students' enrolment Correlation Coefficient

Correlations			
		TSE	TE
Total Social Environment	Pearson Correlation	1	.315
	Sig. (2-tailed)		.000
	N	165	165

****. Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary data, 2023

The relationship between Social Environment (as measured by the TSE) and Students' Enrolment (as measured by the TE) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a moderate (Cohen, 1988) positive correlation between the two variables, r = .315, n = 165, p= .000, with high levels of Social Environment associated with moderate levels of Students' Enrolment.

Simple linear regression was used to understand the relationship between Social Environment and Students' enrolment. Results are presented in the Table 4.10.

Table 4.10: Simple Linear Regression Results of Social Environment and Students' enrolment

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.315[a]	.099	.094	3.882	.099	17.976	1	163	.000

a. Predictors: (Constant), Social Environment
b. Dependent Variable: Students Enrolment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	270.866	1	270.866	17.976	.000[b]
	Residual	2456.079	163	15.068		
	Total	2726.945	164			

a. Dependent Variable: Students Enrolment
b. Predictors: (Constant), Social Environment

Coefficients[a]

Model	Unstandardized	Standardized	t	Sig.	Correlations	Collinearity Statistics

		Coefficients B	Coefficients Std. Error	Coefficients Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	8.601	1.221		7.043	.000					
	Social Environment	.342	.081	.315	4.240	.000	.315	.315	.315	1.000	1.000

a. Dependent Variable: Students Enrolment

Primary Data, 2023

Table 4.10 shows results of a simple linear regression calculation used to predict Social Environment on Students' enrolment. A significant regression equation was found (F (1, 163) = 17.976 *p*=.000), with an R^2 of .099. Students' enrolment is equal to 8.601 + .342 (Social Environment) percent when Social Environment is measured in percentage. Students' enrolment increased .342 percent for each percentage of Social Environment. It was found that the predictor significantly predicted the response (β= .315, p =.000).

4.5.2 What is the influence of the physical environment on students' enrollment in secondary schools in Abim District?

To answer the research question, what is the influence of the physical environment on students' enrollment in secondary schools in Abim District, the researcher first conducted a Pearson product-moment correlation coefficient to investigate the relationship between physical environment and students' enrolment. Table 4.10 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.11: Results of Physical environment and students' enrolment Correlation Coefficient

Correlations

		TPE	TE
Total Social Environment	Pearson Correlation	1	.333
	Sig. (2-tailed)		.000
	N	165	165

****. Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary data, 2023

The relationship between Physical Environment (as measured by the TPE) and Students' Enrolment (as measured by the TE) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a moderate (Cohen, 1988) positive correlation between the two variables, r = .333, n = 165, p= .000, with high levels of Social Environment associated with moderate levels of Students' Enrolment.

Simple linear regression was used to understand the relationship between Physical Environment and Students' enrolment. Results are presented in the Table 4.12.

Table 4.12: Simple Linear Regression Results of Physical Environment and Students' enrolment

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.333[a]	.111	.105	3.857	.111	20.295	1	163	.000

a. Predictors: (Constant), Physical Environment
b. Dependent Variable: Students Enrolment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	301.941	1	301.941	20.295	.000[b]
	Residual	2425.005	163	14.877		
	Total	2726.945	164			

a. Dependent Variable: Students Enrolment
b. Predictors: (Constant), Physical Environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	8.88	1.110		7.934	.000					

	05									
Physical Environment	.256	.057	.333	4.505	.000	.333	.333	.333	1.000	1.000

a. Dependent Variable: Students Enrolment

Primary Data, 2023

Table 4.12 shows results of a simple linear regression calculation used to predict Physical Environment on Students' enrolment. A significant regression equation was found (F (1, 163) = 20.295 *p*=.000), with an R^2 of .111. Students' enrolment is equal to 8.805 + .256 (Physical Environment) percent when Physical Environment is measured in percentage. Students' enrolment increased .256 percent for each percentage of Physical Environment. It was found that the predictor significantly predicted the response (β= .333, p =.000).

4.5.3 How does learning environment influence students' enrollment in secondary schools in Abim District?

To answer the research question, how does learning environment influence students' enrollment in secondary schools in Abim District, the researcher first conducted a Pearson product-moment correlation coefficient to investigate the relationship between learning environment and students' enrolment. Table 4.13 shows the results of a Pearson product-moment correlation coefficient to the question.

Table 4.13: Results of learning environment and students' enrolment Correlation Coefficient

Correlations			
		TSE	TE
Total Social Environment	Pearson Correlation	1	.576
	Sig. (2-tailed)		.000
	N	165	165

****. Correlation is significant at the 0.01 level (2-tailed).**

Source: Primary data, 2023

The relationship between Physical Environment (as measured by the TLE) and Students' Enrolment (as measured by the TE) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a moderate (Cohen, 1988) positive correlation between the two variables, r = .576, n = 165, p=

.000, with high levels of learning Environment associated with higher levels of Students' Enrolment.

Simple linear regression was used to understand the relationship between Learning Environment and Students' enrolment. Results are presented in the Table 4.14.

Table 4.14: Simple Linear Regression Results of Learning Environment and Students' enrolment

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.576[a]	.332	.328	3.343	.332	80.966	1	163	.000

a. Predictors: (Constant), Learning Environment
b. Dependent Variable: Students Enrolment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	905.005	1	905.005	80.966	.000[b]
	Residual	1821.940	163	11.178		
	Total	2726.945	164			

a. Dependent Variable: Students Enrolment
b. Predictors: (Constant), Learning Environment

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.347	1.498		.232	.817					
	Learning Environment	.551	.061	.576	8.998	.000	.576	.576	.576	1.000	1.000

a. Dependent Variable: Students Enrolment

Primary Data, 2023

Table 4.14 shows results of a simple linear regression calculation used to predict Learning Environment on Students' enrolment. A significant regression equation was found (F (1, 163) = 80.966 *p*=.000), with an R^2 of .332. Students' enrolment is equal to .347 + .551 (Learning Environment) percent when Learning Environment is measured in percentage. Students' enrolment increased .551 percent for each percentage of Learning Environment. It was found that the predictor significantly predicted the response (ß= .576, p =.000).

4.5.4 General Objective: To investigate the influence of School Environment on Students' Enrollment in Government- aided Secondary Schools in Abim District.

The researcher was interested in how well do the three measures of control of School Environment (social environment, physical environment, and learning environment) predict the students' enrolment. Which was the best predictor of students' enrolment: social environment, physical environment, and learning environment? Results are presented in the table 4.15.

Table 4.15: Results of a Multiple Regression Analysis of the influence of School Environment on Students' Enrolment

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	df2	Sig. F Change
1	.645[a]	.416	.405	3.145	.416	38.228	3	161	.000

a. Predictors: (Constant), Learning Environment, Social Environment, Physical Environment

b. Dependent Variable: Students Enrolment

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1134.399	3	378.133	38.228	.000[b]
	Residual	1592.547	161	9.892		
	Total	2726.945	164			

a. Dependent Variable: Students Enrolment

b. Predictors: (Constant), Learning Environment, Social Environment, Physical Environment

Coefficients[a]

Model	Unstandardized	Standardized	t	Sig.	Correlations	Collinearity Statistics

		Coefficients		Coefficients			Zero-order	Partial	Part	Tolerance	VIF
		B	Std. Error	Beta							
1	(Constant)	-3.400	1.628		-2.089	.038					
	Social Environment	.387	.114	.356	3.405	.001	.315	.259	.205	.331	3.020
	Physical Environment	-.530	.110	-.689	-4.815	.000	.333	-.355	-.290	.177	5.647
	Learning Environment	.886	.098	.925	9.079	.000	.576	.582	.547	.349	2.863

a. Dependent Variable: Students Enrolment

Source: Primary data, 2023

The study used a standard multiple regressions to assess the ability of the three control measures of School Environment (social environment, physical environment, and learning environment) to predict levels of students' enrolment. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedasticity. Results in Table 4.15 show statistically significant contribution of School Environment on the students' enrolment. The table 4.15 indicates that the model as a whole (which includes both blocks of variables) is significant ($F (3, 161) = 38.228$, $p = .000$) with an R^2 of .416. Table 4.16 shows that all the three control measures were statistically significant, with the Total Learning Environment making the strongest unique contribution to explaining the students' enrolment: recording a higher beta value ($\beta = .925$, $p = .000$) than the Total Physical Environment Scale ($\beta = -.689$, $p = .000$) and Total Social Environment Scale ($\beta = .356$, $p = .001$). This means that all the three control measures made a unique, and statistically significant, contribution to the prediction of Students' Enrolment.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter presents the discussion on the findings of the study where the results are compared with some of the results in the literature and accounts for the similarity or differences. The results are discussed in the following sections.

5.2 Influence of the social environment on students' enrollment in secondary schools in Abim District

The influence of the social environment on students' enrollment in secondary schools in Abim District was found to be very strong in two aspects i.e. The kind of available furniture motivates students' enrolment Socio-economic status of parents influences school enrolment and Inspiration from parents determine school enrolment with the average mean score of 3.86 and 3.83 respectively. Overall, the overall mean of $\bar{X}$=3.24 indicate a moderate effect of the social environment on students' enrollment in secondary schools in Abim District. Further, results from a Pearson Product Moment Correlation Coefficient revealed a moderate (Cohen, 1988) positive correlation between the two variables, r = .315, n = 165, p= .000, with high levels of Social Environment associated with moderate levels of Students' Enrolment. Whereas, a simple linear regression calculation used to predict Social Environment on Students' enrolment. A significant regression equation was found (F (1, 163) = 17.976 *p*=.000), with an R^2 of .099. Students' enrolment is equal to 8.601 + .342 (Social Environment) percent when Social Environment is measured in percentage. Students' enrolment increased .342 percent for each percentage of Social Environment. It was found that the predictor significantly predicted the response (β= .315, p =.000). Results from qualitative data equally revealed that the social environment can affect positively or negatively the students' enrollment. The findings are in agreement with Demi, Coleman-Jensen, & Snyder, (2010) who argue that parents with goals and expectations that support post-primary education are more likely to enroll their children in certain secondary schools. It is argued that, parents with higher income levels tend to be more actively involved in the schooling of their children, and this is ultimately associated with secondary school enrollment. Goodenow, (2012) and Juvonen and Weiner, (2013) as cited in Patrick,

(2014) supplement the foregoing view. They hold the view that schools and classrooms inherently constitute social places, and that students use to go about their activities of study in the presence of several peers. It is possible to argue that this impacts students' enrollment in turn.

Whilst Ryan, Gheen, and Midgley, (1998) argues that the classroom is considered a social environment which is characterized by several students' perceptions. This is premised on the view that the classroom encourages constant interaction and relating with others. Most important, it is elaborated that it can be broken down to include; support from teachers, promotion of mutual respect, enhancement of student task-kind of interactions, and promotion of performance-related goals. This ultimately has a bearing upon enrollment patterns in secondary schools. That withstanding, majority 45 (27.3%) of the respondents strongly disagreed with the view that the classroom social atmosphere is critical in enrolment while 45 (27.3%) disagreed accordingly. There is therefore need to reconcile the conflicting views between the existing literature and the response generated from the respondents.

5.3 Influence of physical environment on students' enrollment in secondary schools in Abim District

The influence of physical environment on students' enrollment in secondary schools in Abim District was found to be strong in two aspects i.e. the kind of available furniture motivates students' enrolment and the adequacy of supportive infrastructure influences enrolment with the mean scores of 3.96 and 3.86 respectively. The overall mean of $\bar{X}$ =3.46 shows that a moderate effect of Influence of physical environment on students' enrollment in secondary schools in Abim District. Results from a Pearson product-moment correlation coefficient used to investigate the relationship between physical environment and students' enrolment showed a moderate (Cohen, 1988) positive correlation between the two variables, r = .333, n = 165, p= .000, with high levels of Social Environment associated with moderate levels of Students' Enrolment. Whereas Simple linear regression found a significant regression equation (F (1, 163) = 20.295 *p*=.000), with an R^2 of .111. Students' enrolment is equal to 8.805 + .256 (Physical Environment) percent when Physical Environment is measured in percentage. Students' enrolment increased .256 percent for each percentage of Physical Environment. It was found that the predictor significantly predicted the response (ß=

.333, p =.000). Qualitative data findings indicated that the school's physical environment greatly affects students' enrolment. Findings are in congruency with (Ferreira, 1995) who argues that attitudes of students are normally shaped to some degree by the physical environmental structures within school. The building conditions and other structures of the school plant can directly impact the students' attitudes and thus impact enrolment patterns. Similarly, Stockard and Mayberry, (1992) in their study concluded that the degree of quality of the physical environment is related to students' enrolment patterns. It has to be noted; however, that physical environment of schools varies from country to country. Besides, Mills, (2012) concurs that the physical conditions of the school setting under which teachers perform their duties significantly impact on students` enrollment. He adds emphatically that learners are not well motivated if their classes are not well facilitated with physical facilities like furniture. Mutai, (2014) argues that the enhancement of satisfying classrooms and laboratories are critical to students' enrollment. Generally, Lyons, (2002) emphasizes the importance of the physical environment of the school in terms of buildings such as classes, libraries, laboratories, staff room, and administration block.

Hyde, (2017), further lays emphasis on the physical environment in the school establishment. It is argued that an ideal physical environment in a school establishment is one in which students feel satisfied and in position to realize their full potential in terms of the intellectual, physical and emotional parameters. This means that the conditions of the buildings should be such that they are habitable and thus attractive to the learners. Epstein, (2013) concludes that students are either satisfied or dissatisfied with the conditions of school physical resources. In the context of this study, this state of affairs could not only impact students' enrollment but also performance.

O'Neill, (2014) posits that competition for smaller classrooms with insufficient seats within the school buildings makes such environment undesirable for not only learning but also attracting students. This makes students congested in a heated classrooms and could turn out to be violent, rendering such buildings unsafe. This can be likened to the situation in Uganda where some Universal Secondary Education (USE) schools are characterized by congestion in physical environments of inadequacy.

Earthman, (2017) argues in support of the adequacy of supportive infrastructure in relation to enrollment. He lays emphasis on the view that specific physical features

such as space, equipment, maintenance, appearance, comfort and general physical arrangement positively or negatively affected the school learning environments. However, the majority 72 (43.6%) of the respondents strongly disagreed that the size of classroom plays a role in as far as enrolment is concerned while 44 (26.7%) disagreed. This implies that much as other studies stress the importance of the size of the classroom (Kwesiga, 2002; Ganimian & Murnane, 2016; UNESCO, 2018; Schneider, 2002); it is contrary to the data analyzed particularly from teachers and students.

5.4 Influence of learning environment on students' enrollment in secondary schools in Abim District

The influence of learning environment on students' enrollment in secondary schools in Abim District was found to be strong in two aspects i.e. the learning environment is complimented by co-curricular activities and the learning environment is well planned and coordinated with the mean scores of 3.76 and 3.75 respectively. The overall mean of $\bar{X}$ =3.44 shows a moderate effect of Influence of learning environment on students' enrollment in secondary schools in Abim District. A Pearson product-moment correlation coefficient to investigate the relationship between learning environment and students' enrolment revealed a moderate (Cohen, 1988) positive correlation between the two variables, r = .576, n = 165, p= .000, with high levels of learning Environment associated with higher levels of Students' Enrolment. Meanwhile, Simple linear regression found a significant regression equation (F (1, 163) = 80.966 *p*=.000), with an R^2 of .332. Students' enrolment is equal to .347 + .551 (Learning Environment) percent when Learning Environment is measured in percentage. Students' enrolment increased .551 percent for each percentage of Learning Environment. It was found that the predictor significantly predicted the response (ß= .576, p =.000). Qualitative data showed that learning environment can also affect either positively or negatively the students' enrolment. The findings agree with Nwadiani, (2020) who stressed the importance of a conducive learning environment on students' enrolment. Namusisi, (2015), argue that a learning environment with well-designed classroom structures increases learning on a progressive note by approximately 16%. Arul, (2012) in West Africa also adds his voice on the same. Ultimately, the two studies hold the stress that learning environment is a platform that impacts greater influence on students in various

dimensions. Whereas learning environment can influence content delivery as supported by Namusisi, (2015), Arul, (2012), and Kamaruddin, Zainal, and Aminuddin, (2009), it is contrary to the views that emanated from the study respondents. This is because of their general disagreement (58.2%).

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The purpose of the study was to investigate on the influence of School Environment on Students' Enrollment in Government-Aided Secondary Schools in Abim District. This chapter therefore, presents the conclusions reached. In addition, based on the findings of the study, it also highlights on the recommendations and suggestions for further research.

6.1 Conclusions

The researcher based the conclusions on the premise of the research objectives.

6.1.1 Influence of the social environment on students' enrollment in secondary schools in Abim District

The research findings on the influence of the social environment on students' enrollment in secondary schools in Abim District reveal several key insights:

The study identifies that specific aspects of the social environment—namely, the type of available furniture, the socio-economic status of parents, and parental inspiration—have a significant impact on student enrollment. The high average mean scores (3.86 and 3.83) for these factors suggest they are crucial motivators for enrollment decisions. Although individual factors show a strong influence, the overall mean score (3.24) indicates a moderate effect of the social environment on student enrollment. This suggests that while the social environment plays a role, it may not be the sole factor affecting enrollment decisions.

The positive correlation ($r = .315$) between social environment and enrollment implies that higher levels of supportive social conditions are associated with increased enrollment rates. The regression analysis further quantifies this relationship, indicating that for each percentage increase in the social environment, enrollment increases by approximately 0.342%. This statistical significance ($p = .000$) underscores the importance of social factors in predicting enrollment outcomes.

Qualitative findings align with the quantitative data, highlighting that the social environment can have both positive and negative effects on enrollment. This duality

suggests a need for deeper exploration into specific elements that may hinder or facilitate enrollment.

The study corroborates existing literature that emphasizes the role of parents' socio-economic status and expectations in shaping educational outcomes. Higher-income parents tend to be more involved in their children's education, which correlates with higher enrollment rates in secondary schools.

In summary, the research emphasizes the significant influence of the social environment—particularly parental involvement and socio-economic factors—on secondary school enrollment in Abim District. However, it also highlights the need to address varying perceptions among students regarding the classroom environment's impact on their enrollment decisions.

6.1.2 Influence of physical environment on students' enrollment in secondary schools in Abim District

The research findings on the influence of the physical environment on students' enrollment in secondary schools in Abim District provide several important conclusions:

The study highlights two critical aspects of the physical environment that strongly influence enrollment: the type of available furniture (mean score of 3.96) and the adequacy of supportive infrastructure (mean score of 3.86). These findings suggest that the physical setup of schools plays a vital role in attracting and retaining students.

The overall mean score of 3.46 indicates a moderate effect of the physical environment on student enrollment. This suggests that while physical conditions are important, they are part of a broader set of factors influencing enrollment.

The moderate positive correlation ($r = .333$) between the physical environment and enrollment suggests that improvements in physical conditions are associated with higher enrollment rates. The regression analysis indicates that for each percentage increase in the quality of the physical environment, student enrollment increases by approximately 0.256%. This relationship is statistically significant ($p = .000$), reinforcing the importance of the physical environment.

Qualitative findings further support the quantitative data, showing that a well-maintained and conducive physical environment significantly impacts students'

attitudes and enrollment decisions. This aligns with existing literature that emphasizes the role of physical structures in shaping student experiences.

The results suggest that improving the physical environment of schools could be an effective strategy for enhancing enrollment. This could involve investing in furniture, infrastructure, and maintaining school facilities to create a more inviting atmosphere for students.

In summary, the research underscores the critical role of the physical environment in influencing student enrollment in Abim District's secondary schools. Overall, enhancing physical conditions in schools appears to be a promising avenue for improving enrollment outcomes.

6.1.3 Influence of learning environment on students' enrollment in secondary schools in Abim District

The findings on the influence of the learning environment on students' enrollment in secondary schools in Abim District reveal several critical insights:

The study identifies two primary aspects of the learning environment that significantly affect enrollment: the presence of co-curricular activities (mean score of 3.76) and a well-planned and coordinated learning environment (mean score of 3.75). These factors indicate that a holistic and engaging educational experience is crucial for attracting students.

The overall mean score of 3.44 suggests that while the learning environment plays a role in influencing enrollment, its impact is moderate compared to other factors.

The moderate positive correlation ($r = .576$) between the learning environment and student enrollment indicates that improvements in the learning environment are associated with higher enrollment rates. The regression analysis shows that for each percentage increase in the quality of the learning environment, enrollment increases by approximately 0.551%. This relationship is statistically significant ($p = .000$), highlighting the learning environment's importance.

Qualitative data further support the quantitative findings, suggesting that the learning environment can have both positive and negative effects on enrollment. This duality underscores the complexity of the factors at play.

The findings align with previous research emphasizing the significance of a conducive learning environment on student enrollment. Studies by Nwadiani, (2020) and Namusisi, (2015) support the idea that a well-designed learning environment enhances educational outcomes and encourages enrollment.

Given the strong correlation between the learning environment and enrollment, enhancing the quality of the learning environment—through better classroom designs, integration of co-curricular activities, and effective planning—could be a strategic approach to improve enrollment rates.

The findings reinforce the notion that the learning environment is multifaceted and should be tailored to meet the needs of students. Understanding local contexts and incorporating student feedback into the planning process could enhance the learning experience and, in turn, enrollment.

In summary, the research highlights the significant role of the learning environment in influencing student enrollment in Abim District's secondary schools. While the presence of co-curricular activities and well-planned educational spaces are crucial, there is a need to address the disconnect between existing literature and the perceptions of respondents regarding the learning environment's impact. Enhancing this environment could be a key strategy for improving enrollment outcomes.

6.2 Recommendations

Based on the conclusions drawn from the research findings on the influence of the social, physical, and learning environments on students' enrollment in secondary schools in Abim District, the following recommendations can be made:

- The Government should invest in improving the physical environment of schools by providing adequate furniture, well-maintained classrooms, and supportive infrastructure (e.g., libraries, laboratories).
- Schools should develop and implement a variety of co-curricular programs that engage students and complement their academic experiences. This could include sports, arts, clubs, and community service initiatives.
- Education stakeholders should foster a learning environment that is well planned and coordinated, ensuring that classrooms are designed to facilitate interaction and collaborative learning.

- Provide capacity building training to teachers on how to create inclusive and engaging classroom settings that accommodate diverse learning styles and promote student participation.
- School leaders should establish mechanisms for continuous feedback from students and teachers regarding the learning environment. This could include regular surveys or suggestion boxes to identify areas for improvement. Use feedback to make informed decisions on resource allocation and enhancements to the school environment.
- NGOs and CBOs should advocate for policies at the district and national levels that prioritize investment in school infrastructure and promote programs aimed at enhancing the learning environment. Collaborate with educational stakeholders to develop guidelines and standards for school facilities that support optimal learning conditions.

6.3 Areas for Further Research

Based on the findings regarding the influence of social, physical, and learning environments on students' enrollment in secondary schools in Abim District and the study limitations, the following areas for further research are recommended:

1. Investigate how specific physical conditions, such as classroom size, furniture quality, and school maintenance, directly influence student motivation and enrollment decisions.
2. Conduct longitudinal studies to track changes in enrollment patterns over time in relation to improvements in the school environment. This could help identify long-term effects of environmental changes.
3. Further qualitative research to explore students and teachers' perceptions of the learning environment, including factors they feel most influence their enrollment decisions. Focus groups or in-depth interviews could provide richer insights.
4. Examine the role of parental involvement and socio-economic status in shaping students' perceptions of school environments and their subsequent enrollment choices. This could include comparative studies across different socio-economic backgrounds.

5. Conduct comparative studies between schools in Abim District and those in other regions or countries to understand how varying social, physical, and learning environments impact enrollment differently.
6. Research the specific types of co-curricular activities that have the most significant impact on student engagement and enrollment. Identify which activities resonate most with students and lead to increased participation.
7. Investigate the relationship between teacher training programs focused on creating conducive learning environments and student enrollment outcomes. Assess how teacher practices impact student experiences.
8. Explore how the integration of technology in the learning environment influences student enrollment. Assess the impact of digital resources and e-learning platforms on student interest in secondary education.
9. Analyze the effects of local and national education policies on enrollment trends, particularly in relation to school funding, infrastructure development, and educational quality improvements.

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APPENDICES

Appendix I: Krejcie and Morgan Table for Determining Size

Table for Determining Sample Size for a given population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	361
30	28	140	103	340	181	1000	285	45000	361
35	32	150	108	360	186	1100	285	5000	367
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	58	230	140	500	217	1800	317	20000	377
5	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

"N" = Population size, **"S"** = Sample Size

Source: Krejcie and Morgan, 1970

Appendix II: Questionnaire for Teachers

Dear Respondent,

This Questionnaire is part of a study entitled ***School Environment and Students' Enrollment in Government-Aided Secondary Schools in Abim District***. You have been selected as one of the respondents on this subject. The information you give in this study will purely be used for academic purpose and treated with ultimate confidentiality. Kindly answer the questions personally and reliably for correct and accurate data.

Please fill in the required information in the space provided by placing a tick (√) where appropriate.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Please Tick (√) the option that best describe you

Part I: Respondent Information

1. **Gender**

☐ Male ☐ Female

2. **Age of Respondent**

☐ 26 – 30 years ☐ 36 – 40 years ☐ 46 years and above

☐ 31 – 35 years ☐ 41 - 45

3. **Education level**

☐ Masters' ☐ Degree ☐ Diploma ☐ Certificate

4. **Working Experience in years**

0- 5 ☐ 6-10 ☐ 11-15 ☐ Above 16 ☐

SECTION B:

Influence of the social environment on students' enrollment in secondary schools in Abim District

Please indicate the extent to which you agree/disagree i.e. (5- Strongly Agree, 4- Agree, 3- Not sure, 2- Disagree, 1-Strongly Disagree)

	These factors affect students` enrollment;					
1	Socio-economic status of parents	1	2	3	4	5
2	The relationship between parents and children	1	2	3	4	5
3	Supportive-encouragement by parents	1	2	3	4	5
4	Socially adaptive conditions of the school	1	2	3	4	5
5	Inspiration from parents	1	2	3	4	5
6	The classroom social atmosphere	1	2	3	4	5
7	Mutual respect by students and teachers	1	2	3	4	5

SECTION C:

Influence of physical environment on students' enrollment in secondary schools in Abim District

Please indicate the extent to which you agree/disagree i.e. (5- Strongly Agree, 4- Agree, 3- Not sure, 2- Disagree, 1-Strongly Disagree)

	These factors affect students` enrollment;					
1	School classroom blocks	1	2	3	4	5
2	The quality physical infrastructure	1	2	3	4	5
3	The conditions of buildings	1	2	3	4	5
4	The adequacy of supportive infrastructure	1	2	3	4	5
5	The size of the classroom	1	2	3	4	5
6	The physical quality of sanitation	1	2	3	4	5
7	The kind of available furniture	1	2	3	4	5

SECTION D:

Influence of learning environment on students' enrollment in secondary schools in Abim District

Please indicate the extent to which you agree/disagree i.e. (5- Strongly Agree, 4- Agree, 3- Not sure, 2- Disagree, 1-Strongly Disagree)

	These factors affect students` enrollment;					
1	Multiple- resourced learning environment	1	2	3	4	5
2	The dynamic nature of the learning atmosphere	1	2	3	4	5
3	The conducive learning environment	1	2	3	4	5
4	Equipped libraries	1	2	3	4	5
5	The suitability for content delivery	1	2	3	4	5
6	Co-curricular complimented learning environment	1	2	3	4	5
7	Well planned and coordinated learning environment	1	2	3	4	5

SECTION E

Students' Enrollment in Secondary Schools

Please indicate the extent to which you agree/disagree i.e. (5- Strongly Agree, 4- Agree, 3- Not sure, 2- Disagree, 1-Strongly Disagree)

1	In my school there are high student numbers	1	2	3	4	5
2	In my school the students' attendance is regular	1	2	3	4	5
3	In my school there is stability in student enrolment	1	2	3	4	5
4	In my school there is steady growth in student enrolment	1	2	3	4	5
5	In my school there is low student numbers	1	2	3	4	5

Thanks for your time

Appendix III: Interview Guide for Head Teachers and Deputy Head Teachers

Dear Respondent,

This interview guide is part of a study entitled; *School Environment and Students' Enrollment in Government-Aided Secondary Schools in Abim District*. You have been selected as one of the respondents on this subject. The information you give in this study will purely be used for academic purpose and treated with ultimate confidentiality. Kindly answer the questions personally and reliably for correct and accurate data.

Please provide the required information by way of appropriately responding to the questions in the interview guide

Interview Guide Questions

1. How conducive is your school environment to students?
2. How has your school environment impacted on your students` enrolment?
3. How do students relate with your staff in school?
4. What could be the causes of low enrollment in a school?
5. What could be the negative effects of low enrollment in a school?
6. How would you link students` enrollment in your school to socio- economic status of their parents?
7. What strategies can be utilized to address the challenge of low enrollment in your school?

Appendix IV: Introductory Letter to the field

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To ....

....

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. OGWANG ANGELO

Of Registration Number; BJ22/MUC/MED/015 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree MASTERS DEGREE

He/ she is required to carry out an academic research on the topic

SCHOOL ENVIRONMENT AND STUDENTS' ENROLLMENT IN GOVERNMENT-AIDED SECONDARY SCHOOLS IN ABIM DISTRICT

and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

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Mr. Akampurira Timothy

Academic Registrar

16 AUG 2023