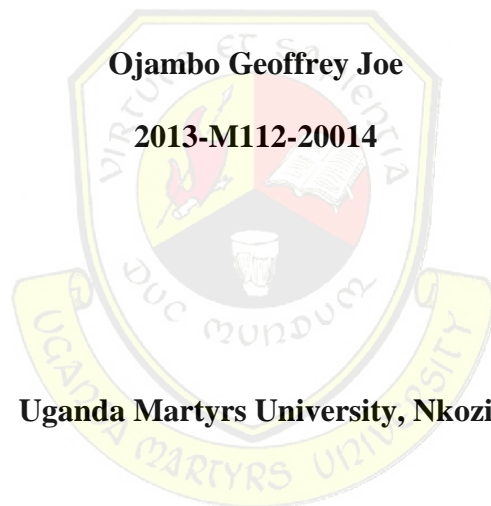


**Factors Leading to Reduced Female Student Enrollment in Tertiary Institutions in  
Uganda: A Case of Selected Institutions in Kampala District**



**September 2016**

**Factors Leading to Reduced Female Student Enrollment in Tertiary Institutions in  
Uganda: A Case of Selected Institutions in Kampala District**

**A Postgraduate Dissertation Submitted to the Faculty of Science in Partial Fulfillment of  
the Requirements for the Award of the Degree in Master of Science in Development  
Economics of**

**Uganda Martyrs University, Nkozi**

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**2013-M112-20014**

**September 2016**

## **DEDICATION**

This dissertation is dedicated to my family for always believing in me.

## **DECLARATION**

I, Ojambo Geoffrey Joe, declare that I am the sole author of this dissertation; it is my original work and has not been submitted to any other University or institution of higher learning before.

Signed: ----- Date: -----

**Ojambo Geoffrey Joe**

**2013-M112-20014**

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## **ABBREVIATIONS AND ACRYNOMS**

CVI	-	Content Validity Index
GOU	-	Government of Uganda
MOES	-	Ministry of Education and Sports
NCHE	-	National Council for Higher Education
OVC	-	Orphan or Vulnerable Child
SPSS	-	Statistical Package for Social Sciences
UNICEF	-	United Nations Children Education Fund
UPE	-	Universal Primary Education

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## **ABSTRACT**

The focus of this study was on the factors leading to reduced female student enrollment in selected tertiary institutions. The main objectives of this study were threefold: the effect of school environment factors on female student enrollment; the contribution of family-related factors on female student enrollment; and the extent to which economic factors affect female student enrollment in selected tertiary institutions in Kampala district. Two main sources of data namely primary and secondary were used in this study. The primary data was collected through questionnaires and interviews from a sample of respondents. The secondary source was through journals, textbook and annual reports. Data were analyzed using the Statistical Package for Social Scientist (SPSS -V18) and presented in descriptive and analytical statistics which included the Pearson correlation co-efficient and regression analysis to determine the relationships between the factors and female enrollment. This case study reveals significant positive relationships between institutions related factors, family factors, economic factors and female enrollment. The results from the regression analysis further confirmed that institutions related factors, family factors and economic factors had a determinant effect on female enrollment. It was concluded that improvements in institutions related factors, family factors, economic factors was necessary to enhance female enrollment in tertiary institutions. Therefore, the study recommends the followings: that management of tertiary institutions provides a more conducive working environment for girls, promote good relationships with female students and put in place the necessary infrastructure.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This study investigated the factors leading to reduced female enrollment in tertiary institutions in Uganda. As an introductory part of this chapter, the researcher presents the background to the study, statement of the problem, general objective of the study, specific objectives, research questions and other components as they follow respectively.

### **1.1 Background to the Study**

#### **1.1.1 Historical Perspective**

Globally, education is one of the most powerful instruments in shaping the human race. Education has been recognized as the most important factor used by man to conquer his environment and it has charted his destiny. In fact the girl child becomes better equipped to deal with adverse situations. Schooling also provides a break in the habits and culture which stultifies the growth of the girl child. It opens up options and possibilities new dreams and a newer future. To that matter, several global organisations and nations have emphasized the need to educate the girl child. The first college to open its doors to female education was in China in 1678. By 1715, there were more than 60 students, mostly in residence. The College was aimed at spreading of Christianity and modern medicine and the elevation of Chinese women's social status (Greg, 2013).

To date steps have to been taken in few African countries to bring girl child education to the doorsteps of the people in developing countries (Rena, 2006). Unlike many other African

countries, Uganda has been at the forefront of Sub-Saharan African's effort to implement wide-ranging economic and social reforms to achieve sustainable growth since the mid-1980s. The country had made remarkable progress particularly in the education sector. The subsequent 1991 publication of the Government White Paper on Education led to the democratization of the education system by providing equal opportunities to Ugandan children regardless of age, gender, religion and other identities. These reforms led to the introduction of Affirmative Action in University admission, ensuring that all female applicants get 1.5 points added onto their university entry marks (Nakanyike, 2003). In 1997, Universal Primary Education was introduced offering more opportunities for girls to attend school. Several government interventions such as national strategy for girls education, promotion of girl's education and several other programmes have been implemented to ensure that more girls access formal education.

By 2001, about 65 percent of the total education budget was devoted to primary education and the gross enrollment ratio for this level increased from about 75 percent in 1995 to about 135 percent in 2002. To that fact, Uganda's tertiary system is growing very fast, both in the number of institutions and the size of total enrollment. The demand for tertiary education will continue to grow as the success of the UPE campaign works its way through the education system and as the target tertiary age group expands. The budget devoted to national teacher colleges, other tertiary technical institutions, and ministry overheads, the total recurrent budget share was about 16 percent in 2000/2001. Despite the steady rise demand for tertiary education, female students are underrepresented in tertiary institutions. Only 37 percent of all tertiary students are

female. Moreover, females have less access to the more competitive programs, such as medicine, commerce, agriculture, natural sciences among others.

For example, representation of female students in technical colleges was at 4 percent, for agricultural and animal husbandry colleges it was approximated at 16 percent. In the case of Makerere University Uganda's leading institution of higher learning, only 30 percent of students in medicine are female, in commerce only 27 percent, and in agriculture, veterinary medicine, and the natural sciences only 26 percent (Court, 2000). Barton and Wamai (2004) notes that the enrollment of the girl child in tertiary institutions is 36% compared to 64% of boys. Much as many tertiary institutions are putting much emphasis on female education, there seems to be low female enrolment rates in tertiary institutions (Nakanyike, 2003)

### **1.1.2 Theoretical Perspective**

The study will be entrenched on the feminist theory. In trying to explain the reduced female enrollment in the education sector, feminists advance three broad perspectives sometimes referred to as gender-based models. These include; personal, structural or institutional and cultural factors. The first perspective is personal factors in which the dearth of female enrollment is attributed to the psycho-social attributes, including personality characteristics, attitudes and behavioral skills of women themselves (Morley, 1999). The personal factors include; lack of self-confidence, lack of motivation, less emotional stability and lack of ability to handle a crisis (Achola and Aseka, 2001). On the contrary, personal factors such as, assertiveness, confidence, resourceful, creativeness, loyalty and trustworthiness help women to pursue careers (Shahabudin and Singh, 2000).



The structural or institutional factors paradigm advances the view that it is the disadvantageous position of women in the organizational structure which shapes and defines the behaviour and positions of women. The underlying premise of this perspective is that men and women are equally capable of and committed to pursuing careers. The problem is vested in the structure and the remedy is a fundamental change to eliminate inappropriate discrimination in institutional policies and practices (Smulders, 1998). The structural factors that affect women negatively include: discriminatory appointment and promotion practices; male resistance to women in management positions; absence of policies and legislations to ensure participation of women; and limited opportunities for leadership training and for demonstrating competence as a result of power structure in the work place (Singh, 2002). Structural factors affecting the participation of women positively include the presence of organizational guidance, good mentoring systems, proper staff development programmes for women, transparent appointment and promotion procedures, support services for women, access to information technology and flexible work schedules.

The last perspective is the one advanced by Smulders (1998), she explores the cultural factors which link gender factors to organizational structure factors. Her analysis is concerned with the social construction of gender and the assignment of specific roles, responsibilities and expectations to women and men. The gender-based roles, irrelevant to the work place, are carried into the work place and kept in place because the actors involved, both dominant and subordinate, subscribe to social and organization reality (Smulders, 1998). The cultural factors lead to stereotypical views about women's abilities within the cultural context. The view that

education is only suitable for men relegating women to secondary roles. The emphasis is placed on women's role as mothers, caregivers and nurturers.

### **1.1.3 Conceptual Perspective**

The concept of enrollment of the girl-child is conceived as the female students who fail to join a particular institution of higher learning for studies (Lund, 2009). Education is the harmonious development of the physical, mental, moral and social faculties of individuals, for a life of dedicated service (Eshetu, 2002). The participation of females in socio-economic development programs also depends on their educational backgrounds. Educating girls and women is critical not merely to achieve personal benefits but also for the improvement in the areas of human resource development of the society (Egenti and Omoruyi, 2011). Education is one of the social factors where by gender disparity is reflected. In the field of education, the number of educated females is very low. As the grade level in school increases, the number of female students starts to decline because of lots of factors (Mersha et al., 2009).

Consequently, higher education remains an area of learning from which women are less represented. The very few women that are fortunate enough to join higher institutions are characterized by lower academic performance and higher forced withdrawal. As a result, such inequity in higher education representation has a serious lifelong impact on their opportunities to participate in the country's political power sharing, economic privileges as well as social representations. This is because, currently, joining higher education has become a path to upward social mobility status, political power, economic privilege and social prestige (Mersha et al., 2009). The problem for women's education is not obtaining the advantages that education can offer. Some girls clearly do enter tertiary institutions despite numerous

obstacles, but for most girls, the battles to overcome gender impediments and obtain qualifications once they are enrolled continue unabated (Wudu and Getahun, 2009).

They often encounter an institutional culture that has not been transformed and that remains hostile to their gender needs. Within this culture, they either negotiate their specific needs as discretely and unobtrusively as possible, or dropout when the environment makes trend and causes of female students' dropout. Their requirements may vary from the need for child care from parents, the need for women's residences, for safe and accessible transport to and from educational institutions at all hours, to an institutional culture which values women's intellectual capacities and skills. In general, relevant reports from studies done both in Uganda and elsewhere attributed the low student retention to unsupportive school environments, the influence of family and social values of the households and community, among other factors (Nakanyike, 2003). No studies have been conducted in a contemporary Ugandan setting to establish the factors leading to reduced female enrollment in tertiary institutions in Uganda.

#### **1.1.4 Contextual Perspective**

Although it is the Ugandan government's policy to ensure the delivery of quality education in tertiary institutions in Uganda, enrollment, particularly for girls at tertiary level has remained poor, despite the various interventions by policy makers and implementers. Such a situation is disturbing, bearing in mind that tertiary education plays a pivotal role in the quality of human resource of the country. Equally important, are the existing policies of Uganda's education, which strongly emphasize the importance of girl child education in national development. For example, both the White Paper on Education and the Education Sector Strategic Development Plan focus on the promotion of girl child education as the way forward for the development of

the country. For example, Odubaker (2007) revealed that girl education in tertiary institutions was critical to economic development. According to the student regional statistics, the majority of tertiary institutions in Kampala district still record low levels of female enrollment in both public and private tertiary institutions. Considering the powerful influence of level of institutional environmental factors, family factors and cultural factors as primary influencers on the aspirations of girls, it can be argued that the female enrollment could be enhanced or hindered depending on these factors in a particular institution. Hence this study intends to investigate the factors responsible for the reducing female enrollment in tertiary institutions in Kampala district.

## **1.2 Statement of the Problem**

The idea of encouraging female education has gained importance world over. Tertiary institutions have had great difficulty extricating themselves from this model on matters of affirmative action. Starting from early 1990s, many tertiary institutions have been restructured in several ways to meet the market demand while putting emphasis on girl child education. In spite of the emphasis put on girl child education in Uganda, female enrollment rates in tertiary institutions keep on lowering. Ministry of Education and Sports (2013) noted that 37% of the girl child fails to join tertiary institutions after successfully completing form six due to economic and social factors. The Ministry of Education and Sports (2005) estimated that only 53% of the girls who complete Advanced Level join higher institutions of learning and 47% drop out. The enrollment of boys in tertiary institutions remains up by over 18% in the last ten years (2004-2014) (Ministry of Education and Sports, 2011). There is fear that if the enrollment rates of females do not increase in the nearby future, the country will have gender

imbalance in skilled manpower/workforce. Whether it is socio-cultural and economic factors responsible for this trend is the question subject to debate hence prompting the researcher to carry out an investigation on socio economic factors affecting female enrolment in tertiary institutions in Uganda.

### **1.3 General Objective**

The study examined the factors leading to reduced female student enrollment in selected tertiary institutions in Kampala district.

### **1.4 Specific Objectives**

- i) To establish the effect of school environment factors on female student enrollment in selected tertiary institutions in Kampala district.
- ii) To examine the contribution of family-related factors on female student enrollment in selected tertiary institutions in Kampala district.
- iii) To assess the extent to which economic factors affect female student enrollment in selected tertiary institutions in Kampala district.

### **1.5 Research Questions**

- i) What is the effect of school environment factors on female student enrollment in selected tertiary institutions in Kampala district?
- ii) What is the contribution of family-related factors on female student enrollment in selected tertiary institutions in Kampala district?
- iii) What is the extent to which economic factors affect female student enrollment in selected tertiary institutions in Kampala district?

## **1.6 Scope of Study**

Scope of the study was categorized as geographical, content as well as time scopes.

### **1.6.1 Geographical Scope**

The study was conducted on selected tertiary institutions in Kampala district. These included Makerere Institute of Social Development, Makerere Business Institute, Management and Accountancy Training Co. Ltd, Multitech Business School, Datamine Technical Business School, Uganda Institute of Bankers, YMCA Comprehensive Institute, Buganda Royal Institute of Business & technical training Education, YWCA Vocational Training Institute, Management Training and Advisory Centre, Makerere University Business School and Uganda Institute of Information and Communications Technology. Kampala district was chosen for the study because the headquarters of institutions are located there and the institutions have been existence for a period exceeding 5 years which provided the student enrollment trend for the individual institutions. The study was restricted to the staff at the institutions and students in the institutions.

### **1.6.2 Content Scope**

The study focused on establishing the factors affecting female student enrollment in selected tertiary institutions in Kampala district. School environment factors, family factors and economic factors were the independent variables in this study whereas; female student enrollment was the dependent variable which was measured according to attendance rate, institutional cycle and completion rate.

### **1.6.3 Time Scope**

The study covered the period from 2008 to 2013 during which there has been a decline and in some instances stagnation on female student enrollment in both public and private tertiary institutions in the country (National Council for Higher Education, 2013) despite government's efforts to promote female student enrollment in institutions of higher learning.

### **1.7 Justification of the Study**

The rate at which the female child fails to enroll in higher institutions of learning has continued to be an issue of concern (Odeke, 2012). At the outset, reflecting on the relevant literature pertaining to gender, it is evident that previous studies seemed to revolve on women's access to primary education. Therefore, an investigation that is critical to factors affecting the female enrollment in tertiary institutions was imperative since there were few studies confined to this area. It is also thoughtful that by undertaking this study the administration of tertiary institutions may get a broader perspective about female enrolment as a centre of concern in economic development.

### **1.8 Significance of the Study**

The researcher hopes that the information generated from this study may benefit the following:

- i) The government and other private institutions inclined to gender issues may have the chance to see the gravity of gender in relation to female enrollment in tertiary institutions. The results may therefore be helpful to gender policy makers as they focus on elevating female enrolment in both public and private tertiary institutions in the

country. This can be done basing on the recommendations that are made at the end of the study.

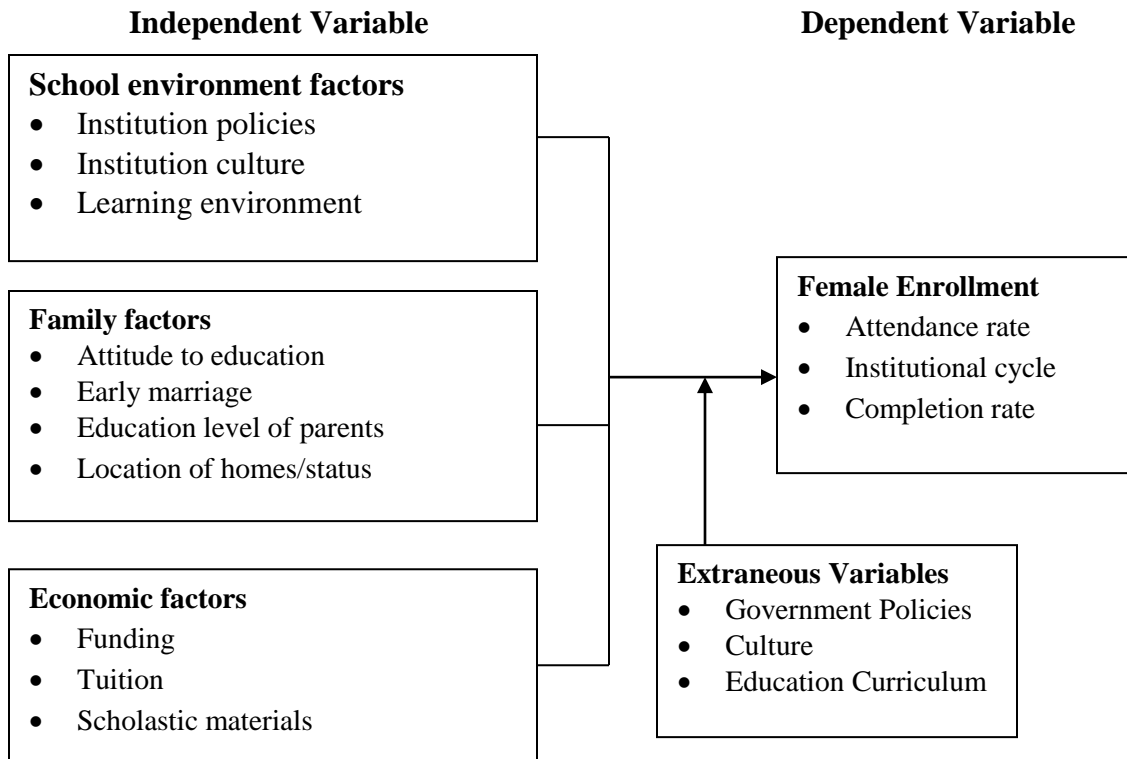
- ii) The study may contribute to the existing knowledge on gender-related issues; this may fill the knowledge gap that exists in the female enrollment since few studies have been undertaken in this area.
- iii) Both public and private institutions may use the findings of the study to gain an in-depth understanding of the importance of female enrollment in the education sector, so as to appreciate their contribution to the economic sector of Uganda.

## **1.9 Conceptual Framework**

The conceptual framework below presents the variables or concepts in the study showing their interconnection as perceived by the researcher (Odiya, 2009). According to Mugenda and Mugenda (1999), an independent variable is an inconsistent influence on the dependent variable. When the independent variable is present, the dependent variable is also present and with each unit of increase in the independent variable, there is an increase or decrease on the dependent variable too. In other words, the variance in the dependent variable is accounted for by the independent variable. Therefore, the primary focus of investigation of the study is female enrollment which is also the dependent variable. Female enrollment was measured according to attendance rate, institutional cycle and completion rate. Sekaran (2003) argues that a moderating variable is the one that emerges between the independent variable and dependent variable. The presence of a third variable (moderating variable) modifies the existing relationship between the independent and dependent variable. In the study government



policies, culture and education curriculum were identified as the moderating variables. Figure 1 below presents a conceptual model of the main and moderating variables of the study.



**Figure 1: Conceptual frame work**

*Source: Adopted from Ache, M. (1989) and modified by the researcher*

**Key:** → The arrow connecting from the IV to the DV means that the selected factors affect female enrollment.

↑ The arrows stemming from the EV joining the IV and DV indicate that the EV influences or moderates the relationship between the two variables and thus produces an interaction effect.

The words indicated in the boxes therein operationalise the study concepts or variables while the arrows show the links or relationships between them. From the above illustration it is noted

that school environment factors, family factors and economic factors can directly affect female enrolment in tertiary institutions. Besides, issues like government policies, culture and education curriculum were considered to have interaction effects on female enrolment in tertiary institutions.

### **1.10 Conclusion**

This chapter is a general introduction to the study as well as the structure and content. Its primary concern is to provide an indicative background, problem statement, objectives, questions, hypotheses, significance and the justification of the study. In summary, it is a general overview of the entire dissertation. Having laid the context of the study, in the next chapter the dissertation will centre on the review of relevant available literature on factors affecting female student enrollment.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter includes review of related literature. The review was intended to investigate whether school environment factors, family factors and economic factors have an influence on female enrollment in tertiary institutions. The literature below is reviewed on the basis of study objectives which are; institutional environment related factors and female enrollment; economic related factors and female enrollment; and family related factors and female enrollment.

#### **2.2 Institutional Environment Related Factors and Female Enrollment**

Lloyd (2000) points out that availability of material inputs such facilities, instructional materials, teaching staff, amenities such as toilets, electricity and water have profound implications on the comfort of students and the attractiveness of a university. Lloyd (ibid) went ahead to argue the institutional environment infrastructure shared by boys and girls such as toilets and shelter may have differential implications for girls in terms of enrollment and attendance because of their special needs during their menstrual periods and vulnerability to sexual harassment can provide grounds for dropout of school (Lloyd, 2000). The researcher agrees with the author because girls need extra care and support from a school by providing these facilities. When these facilities are not provided, girls can become demoralized and lose hope in studying. Jinde (2010) notes that factors that can reduce the actual time for the school calendar such as unscheduled closures due to bad weather, natural disasters, political

disruptions, absenteeism and time taken during the day for pupils on nonacademic activities such as duties and punishments may influence the enrollment of the female in tertiary institutions. However, the above study was based on a developed nation and yet the situation may be different in a developing nation. In bridging the gap, the focus of the researcher on environment factors will go beyond the environment.

According to Uganda Education Network (2004), the factors affecting girl child education in Uganda noted that policies that the institutions draft grossly affect the girl child. Some of these policies are not conducive for female students. There are many competing priorities, the institutional management may not put into consideration gender related factors. The research relied on a qualitative methodological approach for data analysis compared to the existing study that will basically adopt mixed methodological approaches. Kafui (2005) observes that lack of teaching and learning materials which students are able to see and feel during lectures can influence enrollment rate. In related issue, most of the tertiary institutions do not have adequate instructional materials to boost teaching hence this may have a negative effect on the learners' progress. He further argues that tertiary institutions don't put into consideration the number of students admitted and whether the number is commensurate to the existing facilities. In this study, the researcher will focus on the admission policy and how it relates to female enrolment.

In bridging the gap, the proposed study will focus on the environment at the institution as a whole and how it impacts on the learning teaching process. Teacher-student ratio according to (Okpala and Smith, 2000) is a variable that gives an indicator on the average of a class in an institutional setting. They argue that class size is important in the institutional environment

because it helps to identify the student-teacher ratio. According to Fuller and Clarke (1994), institutional culture may impact on the enrolment rates of the girl child. Culture and cultural practices if not well handled may have serious consequences on the enrolment rates. Culture includes knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of society (Jordan, 2012). As a defining aspect of what it means to be human, culture is a central concept when it comes to the institution's operations, encompassing the range of phenomena that are transmitted through social learning in human societies. Some aspects of human behavior, such as language, social practices said to be cultural universals, found in all human societies (Don, 2008). In creating a nexus between the proposed and the earlier study, the proposed study will assess the different cultural practices that may hinder female enrolment. In doing so, each will be weighed differently and later analyzed.

Mark (2011) notes that organizational culture may hinder progress. It is important always to look at both the positive and negative effects of a given set of cultural practices. Cultures are internally affected by both forces of encouraging change and forces resisting change. These forces are related to both social structures and natural events, and are involved in the perpetuation of cultural ideas and practices within current structures, which themselves are subject to change. Cultures are externally affected via contact between societies, which may also produce or inhibit social shifts and changes in female enrolment in some institutions. In the broadest sense, this term can apply to any person manifesting any aspect of any culture at any time. However, the recommendations of Mark (2012) may not help Uganda tertiary institutions assess the effects of culture on female enrolment. The author talks about reliance

on the positive side of culture yet it is also important to assess how culture may negatively impact on female enrolment.

Young (2008) examined that, job satisfaction of California public school lecturers in USA and found out that the overall job reward was the salary one earns. Lockheed (1991) indicates that lack of motivation and professional commitment produces poor attendance of students which in turn affect the performance of students academically and discourages them from attending school. He considered motivation of the staff in an institution as a key factor that may affect students' enrolment. According to Mulkeen (2005), teachers in rural schools teach less than their counterparts in urban areas, in addition to trips away from the rural area to visit a doctor, collect salaries, to engage in service training or visit family may involve long journeys resulting into missed school days. Where teachers live to walk long distances to school, they may start late and finish early. Additionally, Sathar and Lloyd (1994) found a strong association between not completing school and long distance to school, high pupil text book ratio and teacher pupil ratio and low teacher credentials status. However the difference in education policies may too contribute to the current challenges.

Kraft (1994) in his study of the ideal class size above 40 have negative effects on students' achievements and enrollment. The authors focus mainly at primary level yet university education is the center of focus in the proposed study. Lund (2009) further argues that, the relationship between a teacher and a pupil is extremely important. A teacher's job is to nurture and guide the learner to succeed in his/her studies. But in the cases where the teacher acts irresponsibly and doesn't show love in helping learners also will provide grounds for dropout. Agyeman (1993) further observed that, a teacher who does not have both academic and

professional qualification would undoubtedly have a negative influence on teaching and learning of his/her work under unfavorable conditions of service would be less to his work and less productive than a teacher who is unqualified but works under favorable conditions. The researcher can add by saying that, some teachers who are even professional trained in most cases act unprofessionally. Teachers who grew up from well behaved families act professionally than teachers who grew up from chaotic families. This in turn affects the academic and moral performance of girls thus resulting into poor grading. Much as the unqualified teacher may have an impact on the enrollment of a female learner.

### **2.3 Family Related Factors and Female Enrollment**

Kamuli (2006) points out that preliminary research about enrollment of female students in some institutions indicates a wide fluctuation in number of students every year. Parents keep on moving the female children from one institution to another based on trivial matters. However, Nansozi (2000) notes that there are strategies adopted by parents to ensure good performance and high educational standards including financial contribution towards teachers welfare and salaries which shows parents pre-occupation with institution performance and educational standards. For the case of tertiary institutions families have to play a key role for the girl child to pick interest in her studies.

United Nations Children Education Fund (UNICEF, 1999), MOES (1995), Government of Uganda (GOU, 1999) and Horn (1992) all demonstrate that parental decisions do affect children enrollment students whose parents monitor and regulate their activities provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Astone and McLanalan, 1991). Taking into

account the gender dimension of dropouts, UNICEF (2005) notes that girls are more likely to drop out of school than boys and that pupil's whose mothers have not attained any level of education will most likely dropout of school. According to the MOES (2001), the rates of dropout in all Government aided schools for girls and boys were almost equal. The total number of male dropouts for 2001 was 164,986 (50.6%) while that of females was 160,932 (49.4%) giving a national total of 325,918. However, the research above does not discuss the subject of female enrollment in tertiary institutions. The enrollment figures at university level are not discussed which the central focus of this study is.

Berliner (2009) points out that poverty also makes teaching and learning difficult for children who hurt themselves either physically or mentally. Those who are hungry and those who lack proper clothing or live in unsafe environment find it much harder to learn because of these factors. He further listed factors that are not related to school practices, but affect school performances in a negative way which include family stress, neighborhood characteristics, and low birth weight, inadequate medical, dental and visual care. This makes children to dropout from schools especially girls. However the researcher is cognizant of the fact that some of these factors may not be key in influencing enrollment rates at university. According to Tino (2008), parents' level of education is part of a larger collection of psychological variables that influence female student's school outcomes. They further suggest that, the level of education influences parents knowledge, beliefs values and goals about child rearing so that a variety of parental behavior are indirectly related to female student's school performance for example high level of education may enhance parent's interest in becoming involved in their children's



education and also enable parents to acquire and model social skills and problem solving strategies conducive to children's success.

In another development, Marchesi and Martin (2002) also observed that parental expectations have a notable influence on academic results. Nsubuga (1977) adds that parents are the earliest teachers known in education field and still the most important teachers of society. Therefore, the parenting style whether democratic or authoritarian and positive family climate favors the development of well developed, mature and stable children who can be able to learn while uncaring parent and unfavorable family climate promotes non adaptation, immaturity, lack of balance and insecurity in a child which makes them dropout from school. Appleton and Horsnell (1990) have argued that, female students from poor families are less likely to enroll or complete school and that if their families recognize the benefits of schooling and decides to enroll them, they may not be able to cater for them. On the other hand, Lloyd and Brandon (1994) explained that, girl child poor enrollment in school is associated with large family size, limited family resources and high cost of schooling prompting parents to send only few of their children to school especially boys. This is evidently seen in some villages in Uganda where men often marry more than one wife hence increasing the number of children and increasing the family size where upbringing them becomes a big problem.

In line with the above view, Lund (2009) also adds that, female students who fail to enroll in higher institutions of learning are more likely to come from poorer households. Lichter and Eggebeen (2013) argue that, those living in poverty are 2.9 times more likely to fail to enroll in higher institutions than those living above 150% of poverty. The major reason here is that, they lack the most essential resources. This makes it very difficult for them to provide the necessary

materials to their girls while in school. Carnagarajah and Coulombe (1997) observed that, females are predominantly involved in domestic activities. Although education level will be important on the side of parents, even those who did not go to school sometimes may know the value of education. Lockheed and Verspoor (1993) further argued that, female children from poor and rural families have less access to basic education. Similarly Lloyd et al., 2000 observed that, curriculum beyond such as family life education to provide girls the skills to avoid sex, sexually transmitted diseases, early marriage and pregnancy can make children dropout of school.

The researcher partly would want to disagree on the basis that there are senior women teachers in schools to help girls to safeguard against these practices. It may be a problem when the deans of students and wardens do not play their parts in tertiary institutions. According to Nakanyike et al., 2003 and Nambooze (1995) the school dropout is associated with economic reasons (selling of goods in the market) and socio-cultural reasons (early marriage, lack of interest, family problems and lack of education) contributes to school dropout in Uganda. In related analysis, Islam (1996) points out that an orphan or vulnerable child (OVC) either due to malnutrition, physical handicap, prolonged illness or suffering from family stress due to economic crisis, death can contribute to female children failure to enroll in tertiary institutions.

Ministry of Education and Sports (2002) survey findings indicate that the main reason for dropping out from school was due to lack of interest which accumulates for 43% nationally. On the other hand, Barton and Wamai (1994) attributed lack of interest in attending school to poor academic performance, lack of career guidance, bullying and corporal punishment by teachers leading to irregular attendance and dropping out of school. The higher the proportions

of time females spend wasting in lousy businesses and idol talk, the greater the likelihood of dropping out relative to remaining in education. Among household level, factors of household income and parental education were associated with likelihood of dropout. Interestingly for income, we found that both the level for income and income growth reduce the likelihood of school dropout. The result for income growth is particularly important. Higher income growth during this period was associated with lower chances of school dropout.

#### **2.4 Economic Related Factors and Female Enrollment**

According to Higgins (2009), economics is central to institutions' planning activities because much of the language of forecasting and planning is financial. On the other hand, Hurst (2006) contends that financial planning and budgeting for financial resources is key in decision making. The collection and use of monitoring information focuses on the gains there of. The gains can only be achieved if resources are secured and are properly allocated and used in a balanced manner. The maintenance of quality education in higher institutions of learning is mandated to carry out monitoring so as to assess the performances of the university. Availability, accessibility, proper and timely allocation of funds when required are issues to be considered in effective monitoring (Ministry of Education and Sports Report, 2007). However, an effective monitoring system should also be measured against the scientific soundness of its methods and its cost benefit or feasibility (Appleton & Horsnell, 1990). The quality of a given Education service can easily be measured through data obtained from monitoring. This would also enhance accountability at the different levels of implementation.

However, Marchesi and Martin (2002) ignores and does not mention the fact that resources and systems both local and international are inadequate and at times inappropriately allocated

which hamper timely execution of monitoring programmes and thus negatively affecting the effectiveness of the girl child education. It is important to note that the availability and proper allocation of resources is vital in enhancing the success of a monitoring system. Resources can only be got from organizations or individuals who are positively influenced by the philanthropic activities. In Uganda today, the best use of available resources is only done in order to improve learning outcomes, it comes at an opportune time in Uganda where there are increasing demands on the Educational budget. It's unlikely that substantial increase in the sector budget envelop will be provided given other competing national priorities as well as affirmative action (Kabahuma, 2003).

This study described resources as an intervening variable to account for variability in the efficiency with which individuals can divide attention among tasks. The study made a distinction between resources as something available for use like (accommodation). The study also describes resources as materials or products which are of value or anything which is used to supply and require efficiency and effective use in an institution of higher learning. Increase in tuition fees in some universities influences girl child enrollment. Some girls come from humble background whereby they cannot afford to pay tuition that is out of their reach. According to Collier (2009), without a stable funding base, neither access nor excellence can be achieved. One thing is clear the common African patterns of full state funding to a small number of universities no longer works if in fact it ever did. Free tuition and free or highly subsidized accommodation are simply unsustainable.

Alternative funding mechanisms must be found. Clearly, charging tuition is a necessity for all girl children in higher institutions of learning. It would be best if loan and grant programs can

be established so that girl child students who need financial assistance can obtain it. African universities can also be more active in obtaining funds from local institutions and searching for philanthropic support although the chances are modest at least in the short run. Emuron (2000) observed that meaningful higher education requires financial resources. He notes that lack of enough financial resources is the basic problem facing African countries in maintaining the quality of child education in higher institutions of learning. He is supported by Coombs (2005) who points out the danger of increasing enrollment before expanding facilities which he noted leads to large class and consequent shortage of instruction material in classroom.

## **2.5 Summary of the Literature**

The literature review above confirms that different scholars have conducted several studies to establish the economic factors affecting the female enrollment of the girl child in higher institutions of learning. However, a number of gaps have been identified as per the literature reviewed which this study will bridge. Most of the studies on the subject are based on developed countries with a well-developed education system yet the proposed study centered on Uganda. Most studies were qualitative and do not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study. Putting the above into consideration, the proposed study will focus on socio-economic factors affecting the enrollment of the girl child in higher institutions of learning.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with the practical procedures for carrying out this study. This chapter presents and describes the approaches and techniques the researcher used to collect data and investigate the research problem. It gave details of the research design that was adopted, nature of sample, sampling strategies, data collection procedures and data analysis techniques that were applied to address the study objectives.

#### **3.2 Research Design**

For the purpose of this research, a cross sectional research design was ideal combined with descriptive and analytical methods in studying the area of study. Cross sectional design is a research design in which one or more samples of the population is selected and information is collected from the samples at one time. It makes a detailed examination of a single subject, group or phenomenon and enables collection of sufficient data regarding factors affecting girl academic performance in upper primary classes (Mugenda and Mugenda, 1999). Quantitative and qualitative approaches were utilized to collect data required to address all the research objectives. This is because quantitative research often improves on the provision of a numerical dimension to analysis when addressing a phenomenon. Qualitative studies, on the other hand, take into account the lived experiences by the respondents which can be used to support quantitative data. The design was considered appropriate because the researcher wanted to find out the views of the respondents about the factors responsible for reduced female enrollment in tertiary institutions. This is supported by Odiya (2009) who asserts that

surveys permit collection of data about the attitudes, beliefs, opinions, practices and perceptions related to an issue of interest.

### **3.3 Area of Study**

The study was conducted in Kampala district which is located in the central region of Uganda. Currently, Uganda is divided into more than 100 districts with Kampala as its capital city. The reason for choosing this study area was that most the tertiary institutions are concentrated in central region. This is because it is developed compared to other regions and would provide a clear picture about the factors responsible for the reduced female enrolment in tertiary institutions.

### **3.4 Study Population**

The study constituted of 161 respondents from 12 tertiary institutions. The institutions that comprised the population included only those which have been in existence for a period exceeding 6 years. From each tertiary institution, a principal, 2 deputy principals, 5 heads of departments, 12 academic registrars and 4 students' leaders were selected whereas, 5 National Council and Higher Education officers at the Ministry of Education and Sports also comprised the population. These included the population because they hold positions of leadership in tertiary institutions and could provide the required information for the study. The views of the students from the selected institutions were obtained from the guild president, the vice guild president, the speaker and the minister of publicity.

### 3.4.1 Sample Size

A census of all the respondents was carried out since the researcher had selected 12 out of the 243 tertiary institutions as a representative sample of the study.

**Table 3.1: Sample Size**

<b>Category</b>	<b>Sample size</b>
Principals	12
Deputy principals	24
Heads of departments	60
Academic Registrars	12
Students' leaders	48
NCHE officers	5
<b>Total</b>	<b>161</b>

### 3.4.2 Sampling Methods

A sampling technique is a plan for obtaining a sample from a given population (Kothari, 2003). The study used stratified random sampling and purposive sampling methods. The respondents were grouped into strata using stratified random sampling. The strata comprised of principals, deputy principals, head of departments, academic registrars, students' leaders and NCHE officers. On the other hand purposive sampling was used to select respondents from the different strata. Purposive sampling is a sampling technique that allows a researcher to use cases that have required information with respect to the objectives of one's study. Cases of subjects are therefore selected because they possess the required information. This method was used because it allowed the researcher to select respondents who possessed the required



information hence inexpensive and quick. This method was adopted during the selection of all the respondents.

### **3.5 Data Collection Sources**

Both primary and secondary data was obtained. Primary data was got from face to face interviews and questionnaires. Primary data helps the researchers directly interact with the source of information and get the data that is original and not analyzed to suit specific premises, Amin (2003). Secondary data was obtained through the use of historical analysis of already existing literature on factors responsible for reduced female enrollment in academic institutions and other documentation considered useful for research was used. According to Sekeran (2003) secondary data is considerably cheaper and faster than doing original studies. It is very flexible and the best to use where a network of data archives in which survey data files are collected and distributed is readily available.

### **3.6 Data Collection Methods**

The instruments that the researcher used to collect data included a questionnaire and an interview guide. To obtain quantitative data the researcher used the questionnaire method. The questionnaire schedules were delivered physically to the participants by the researcher and later collected after two weeks. This was the case because the researcher wanted to ensure an acceptable response rate for the study. The study had one set of questionnaire that was constructed to capture information from all categories of respondents in respect to the objectives of the study. The questionnaires contained both closed and open ended questions. The study used a five-Likert scale for closed-ended items. With the use of a questionnaire the researcher was able to reach the principals, deputy principals, head of departments and

students' leaders in a short time. An interview guide was used to collect data from key informants who were the principals and NCHE officers. This data assisted in clarifying data collected by the questionnaires since it involved a face to face interaction and it also provided a whole range of views.

### **3.7 Data Collection Instruments**

A questionnaire is a carefully designed instrument for collection of data in accordance with the research questions. The justification for this instrument is that it is less expensive and does not require the researcher to be present for the respondent to complete it. The Likert scale was used to enable the respondents to best select a statement that best described his or her reaction to the statement in the question. This was used to collect data from deputy principals, heads of departments, academic registrars and students. The researcher used the interview method of data collection. The method aided in gathering qualitative data. This involved an in-depth one to one interaction between the researcher and participants. Through interviewing the researcher was able to obtain data from NCHE officers and principals. The interview guide was semi-structured and designed according to the objectives of the study. Interviews were used because they were appropriate in providing in-depth data, allows clarity in questioning and quite flexible compared to questionnaires (Odiya, 2009).

### **3.8 Data Collection Procedure**

The researcher acquired an introductory letter from Uganda Martyrs University introducing him to the management of the selected tertiary institutions in the district to allow him to undertake research. He then introduced himself to management of the selected tertiary institutions, where the study was to be carried out. After being granted permission the

researcher first of all carried out a pilot study of the questionnaire and finally collected data from the respondents. The researcher personally distributed, administered and collected data from the respondents. The researcher collected the questionnaires which were complete and left his contacts with the respondents who had not finished with the questionnaires to contact him when they are ready.

### **3.9 Data Quality Control**

To ensure the quality of data obtained, the researcher tested for the validity and reliability of research instruments. In addition, the researcher made use of the triangulation approach so as to increase the credibility and validity of the results.

#### **3.9.1 Validity of the Instruments**

Validity was obtained by administering the tools to experts including academicians, practitioners and consultants in the field of gender. These were required to comment on the relevance of the questions/items in the instruments. With the help of the Content Validity Index (CVI), indices were developed to assess the validity of the instruments at an acceptable value of 0.7(Amin, 2005). To obtain the necessary computations the researcher used the formula:  $CVI = K/N$ ; Where K = Total number of items in the questionnaire declared valid by judges. N = Total number of items in the questionnaire (Amin, 2005). The results for all the constructs that were used in the study were above 0.6 as proposed by Nunnally (1978), hence meeting the acceptable standards for research.

**Table 3.2: Validity Test**

<b>Variable</b>	<b>Anchor</b>	<b>Content Validity Index</b>
School environment factors	5 Point Likert Scale	.779
Family factors	5 Point Likert Scale	.864
Economic factors	5 Point Likert Scale	.878
Female enrollment	5 Point Likert Scale	.788

*Source: Primary data, 2015*

From the results all the Content Validity Indices ranged from .779 to .878, therefore meeting the acceptable standards.

### **3.9.2 Reliability of the Instruments**

The reliability of the tools will be attained through pre-testing of the questionnaire on selected respondents. The researcher will test for inter-item consistency reliability to ensure that there is consistency of respondent's answers to all items in the measure. Reliability of the instrument will be ascertained using the Cronbach's coefficient alpha (( $\alpha$ ) 0.7) (Cronbach, 1946) test, to test for the internal consistencies of the scales used to measure the variables. In order to meet the acceptance standards, all alpha reliabilities ( $\alpha$ ) for all scales are expected to be above 0.6. This will enable the re-phrasing of some questions which will not be understood by the respondents.

**Table 3.3: Reliability**

<b>Variable</b>	<b>Anchor</b>	<b>Cronbach Alpha Value</b>
School environment factors	5 Point Likert Scale	.858
Family factors	5 Point Likert Scale	.897
Economic factors	5 Point Likert Scale	.959
Female enrollment	5 Point Likert Scale	.807

*Source: Primary data, 2015*

From the results all the Cronbach alpha coefficients ranged from .807 to .959, therefore meeting the acceptable standards.

### **3.10 Data Processing and Analysis**

Data from the field was compiled, sorted, edited and coded to have the required quality, accuracy and completeness. Then it was entered into the computer using the Statistical Package for Social Sciences (SPSS v. 18.0) for analysis. The researcher presented quantitative data using descriptive statistics and analytical statistics. Descriptive statistics including frequency distributions, percentiles, item mean scores and standard deviations were used to illustrate the basic statistical distributions of the responses. To test the relationships between the independent and dependent variables the researcher used correlation analysis. Data was presented with the aid of tables in accordance with the study objectives. Finally, regression analysis was used to show the total effect of the factors that determine female enrollment on female enrolment in tertiary institutions.

Qualitative data was organized and edited when collected. The researcher then created themes, categories and patterns to be able to distinguish them by the use of codes. Qualitative data was obtained by way of an interview guide which was used to reinforce information gathered using the questionnaire to draw meaningful conclusions. Here expressions that directly relate to the objectives of the study were picked and used in the discussion to provide first hand feeling of respondents. Relationships among these themes were established and in-depth explanations and interpretations made.

### **3.11 Ethical Considerations**

Ethics is a discipline that is primarily concerned with the evaluation and justification of norms and standards of personal and interpersonal behaviour. The basic ethical principle governing data collection is that no harm should come to the respondents as a result of their participation in the research. As a result, during the process of this research a number of research ethical considerations were observed. They include informed consent and confidentiality.

An important ethical consideration in research discourse using participants is that the respondents should be informed about what they are volunteering for. Confidentiality was an important element in the study process; all the questionnaires and interview data were kept in a place known only to myself. The transcripts and questionnaires were destroyed on completion of the study and all audio cassettes containing recorded interviews were wiped clean. All the respondents were assured of anonymity that their names would not appear in any part of the dissertation.

In order to enhance the reliability and validity of the study, I ensured objectivity on my part during the research as this eliminated personal biases and opinions. Lastly, there was a tradeoff between the desire to reveal some facts about the participants with the need to maintain their privacy, thus not all data offered has been presented.

### **3.12 Limitations of the Study**

Although the multiple strategies technique was a useful tool for tapping information, it also has limitations. For example, interviews were time consuming and costly, particularly, in situations when either my work commitment or the prospective respondent had to reschedule the appointments.

Although, participants were offered confidentiality at the beginning of each interview session, there is a possibility that the participants still had persistent doubts since they offered information which was of at times confidential and personal in nature. The method also had its drawbacks because there was a tendency for some questions receiving incomplete answers. That is, in some cases questionnaires were not being adequately completed due to unwillingness of a respondent to reveal much information and at times others delayed handing back the questionnaires due to their work schedules. Nonetheless, effort was made to ensure that incomplete questionnaires were followed up satisfactorily.

Another limitation of the design is its lack of replicability. This is related to reliability and validity, as a result, it cannot be replicated with similar findings, and for example, a different researcher cannot gain access to the same setting and interview the same respondents due to the dynamic and complex nature of the population being studied. Even if it is possible, it is not practical for two researchers to elicit exactly the same information because of the fluidity in people's experiences and perceptions.

Nevertheless, the information received is very detail and rich in meaning, however, it is not possible to definitively comment on the completeness of the data. It is the reader's role to judge whether the conclusions add to the limited knowledge about the study.

### **3.12 Conclusion**

This chapter is the methodology section of the study. It has presented the entire procedure of the research. Its central focus has been a description of various stages of data collection and instruments adopted. In summary, the study adopted a combination of qualitative and quantitative approach to exploring the research problem. In the next chapter, the study presents the analysis, interpretation and discussion of the results.



## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION OF RESULTS**

#### **4.1 Introduction**

This chapter has the findings, analysis, and interpretation and discussion section of the study. The primary objective of the study was to ascertain the factors leading to reduced female student enrollment in selected tertiary institutions. The chapter presents the study response rate, the demographic characteristics, gender distribution, age distribution, highest level of education and tenure of employment as well as the position held of respondents using frequency tabulations and figures. Additionally, the empirical findings are presented using item means and correlations, furthermore, the regressions analysis which highlights the combined effect of the independent variables on the dependent variable.

##### **4.1.1 Response Rate**

Rates are measures used to compare figures that are not related to the same variable. Response rate in survey refer to the number of people who responded to the survey questions divided by the number of people in the sample. Rates are expressed in form of a percentage. For that reason, response rates are an important indicator of the quality of survey. According to Amin (2005), higher response rates assure more accurate survey results. Of the 161 questionnaires distributed, 148 usable questionnaires were returned, thus, giving a response rate of 92 percent.

#### **4.2 Demographic Characteristics**

Demographics are current statistical characteristics of a population. The most commonly examined demographics characteristics are the distribution of gender, race, age, disabilities, mobility, home tenure ship, employment status of the respondents (Yuko, Oso and Onen,

2009). Demographic profiling enables generalizations about groups of people. Demographic information is aggregate and probabilistic information about groups, not about specific individuals. In this study frequency tabulations were used to indicate the distribution of respondents by gender distribution, age distribution, highest level of education and tenure of employment at the institutions.

#### 4.2.1 Gender Distribution

Frequency tabulation was used by the researcher to present the gender of the respondents' category distribution. Table 4.1 below presented the results:

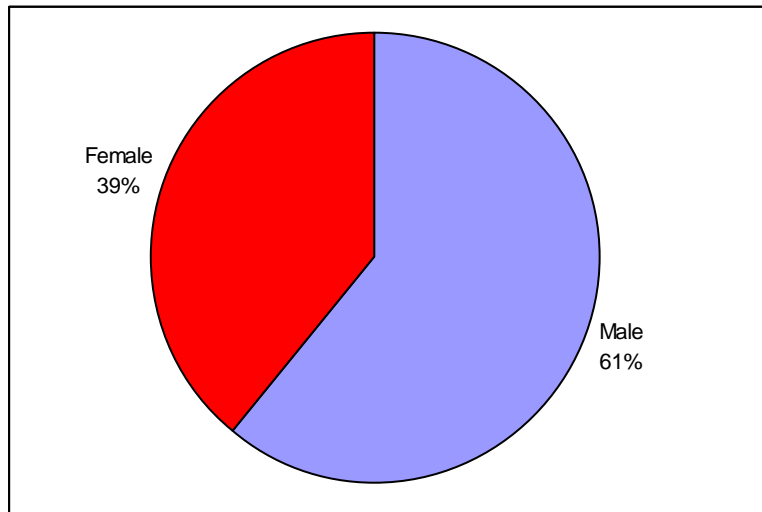
**Table 4.1: Gender Distribution**

Category	Frequency	Percentage
Male	90	60.8
Female	58	39.2
Total	148	100.0

*Source: Primary data, 2015*

The results in table 4.1 reveals that 60.8 percent of the respondents numbering 90 respondents were male, while, the 39.2percent numbering a total of 58 were female. From the findings, it is evident that the males were more responsive compared to their female counterparts. Arguably, it can be assumed that there are more male employees compared to the female employees at the participating selected tertiary institutions. Additionally, the high composition of male respondents could be attributed to the likelihood that the institutions recruit more male employees as opposed to females. Nevertheless, it could be attributed to the fact that most of the roles at the institutions require a lot more flexibility, which may be difficult for female employees who shoulder a bigger proportion of family and other domestic responsibilities.

**Figure 2: Gender Distribution**



*Source: Primary data, 2015*

#### **4.2.2 Age Group Distribution**

Frequency tabulation was used by the researcher to present the age group of the respondent category distribution. Table 4.2 below presented the results:

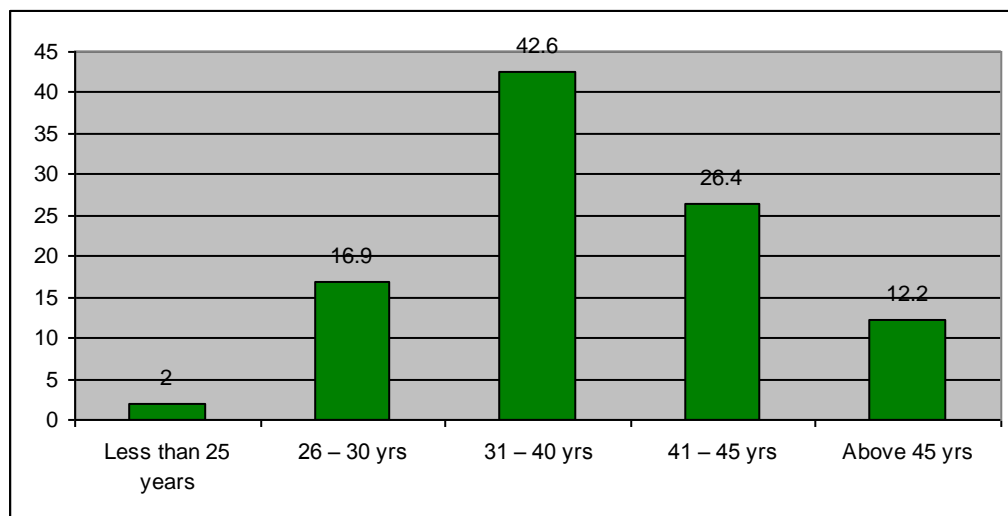
**Table 4.2: Age Group Distribution**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 25 years	3	2.0
26 – 30 yrs	25	16.9
31 – 40 yrs	63	42.6
41 – 45 yrs	39	26.4
Above 45 yrs	18	12.2
<b>Total</b>	<b>148</b>	<b>100.0</b>

*Source: Primary data, 2015*

According to table 4.2 the majority of respondents; 42.6 percent(63) were within the 31-40 age group, 26.4percent (39) were in the 41-45 years age group, 16.9 percent (25) were within the 26-30 years age group, 12.2percent (18) were in the 45 years and above and 2percent (3) were within the 25 years and below age group. These results prove that the respondents were composed of mature and experienced members of staff who were aware about the inherent factors influencing female enrolment in tertiary institutions. Figure 3 below presents the results.

**Figure 3: Age Distribution**



*Source: Primary data, 2015*

### 4.2.3 Highest Level of Education Distribution

Frequency tabulation was used by the researcher to present the highest level of education of the respondent category distribution. Table 4.3 below presented the results:

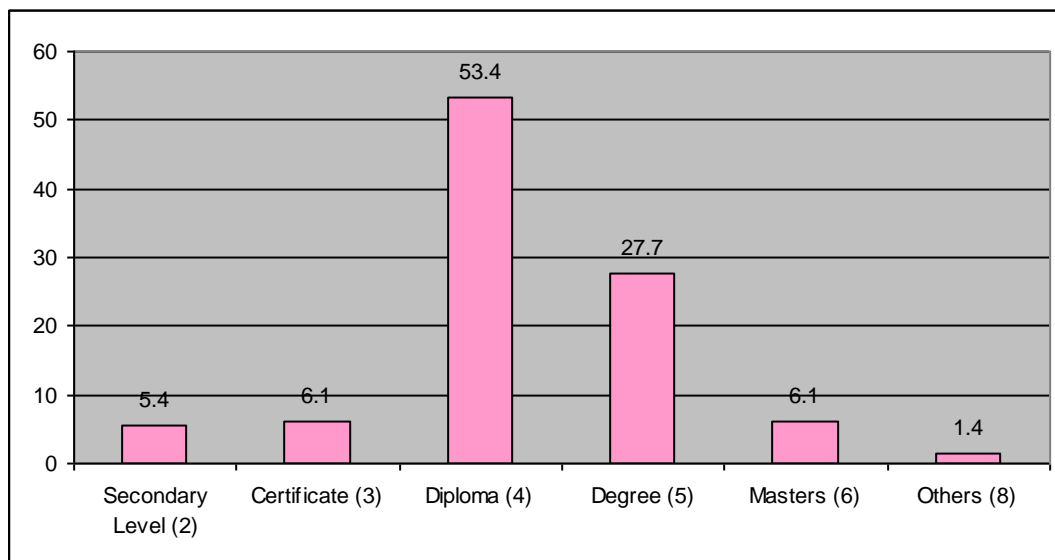
**Table 4.3: Highest Level of Education Distribution**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
Secondary Level	8	5.4
Certificate	9	6.1
Diploma	79	53.4
Degree	41	27.7
Masters	9	6.1
Others	2	1.4
Total	148	100.0

*Source: Primary data, 2015*

In terms of the percentage table 4.3 above reveals 53.4percent were diploma holders, 27.7percent were bachelors degree holders, while 6.1 percent of the respondents held certificates and masters degree qualifications respectively. 5.4 percent of the respondents had attained secondary level of education and 1.4 percent held other unspecified qualifications. The frequency and percentage distribution confirm that the institutions recruited mainly highly qualified personnel. Consequently, it also shows that data was collected from respondents who were able to read; thus they understood the questions being asked and provided relevant information. The results are further illustrated in figure 4 below.

**Figure 4: Highest Educational level**



*Source: Primary data, 2015*

#### 4.2.4 Tenure of Employment

Table 4.4 presents the frequency and percentage distribution of the respondents by tenure of employment:

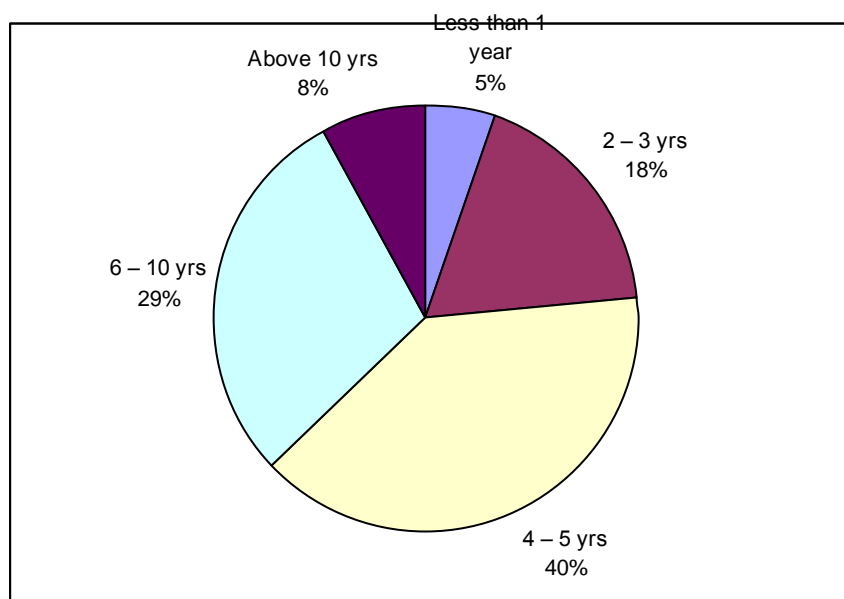
**Table 4.4: Tenure of Employment**

	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	8	5.4
2 – 3 yrs	27	18.2
4 – 5 yrs	58	39.2
6 – 10 yrs	43	29.1
Above 10 yrs	12	8.1
Total	148	100.0

*Source: Primary data, 2015*

The table reveals that 58 respondents had served for 4-5 years, 43 respondents for 6-10 years, 27 respondents for 2-3 years, and 12 respondents had served for over 10 years and 8 had worked for less than 1 year. The largest group in terms of percentage was those who had served between 4-5 years (39.2) percent, followed by those who had served between 6-10 years (29.1) percent, while those who had served for 2-3 years accounted for 18.2 percent. Furthermore, it shows that those who served longest at the institutions were those who had worked for over 10 years, but were only 8.1 percent; and the one year only in service only accounted for 5.8 percent. According to these findings, the majority of staff left the organisation in search of better opportunities elsewhere after approximately four years of service. Figure 5 presents the respondents year of tenure of employment by percentage of respondents.

**Figure 5: Tenure of Employment Distribution**



Source: Primary data, 2015

### **4.3 Empirical Findings**

The study uses item means and correlations to present the results of the investigation; the included percentages. A percentage is a way of expressing a number, particular, in terms of ratios, as a fraction of 100. Percentages are used to express how large/small one quantity is, relative to another quantity. The first quantity usually represents a part of, or a change in, the second quantity, which should be greater than zero. Although percentages are usually used to express numbers between zero and one, any ratio can be expressed as a percentage. Although this is technically inaccurate as per the definition of percent, an alternative wording in terms of a change in an observed value is “an increase/decrease by a factor. Pearson correlation coefficient, also known as  $r$ ,  $R$ , or Pearson's  $r$ , is a measure of the strength and direction of the linear relationship between two variables that is defined in terms of the (sample) covariance of the variables divided by their (sample) standard deviations.

#### **4.3.1 School Environment Related Factors and Female Enrolment**

To assess the effect of school environment related factors on female enrolment the study used a 5 point Likert scale (strongly agree, agree, undecided, disagree and strongly disagree). Table 4.5 below presents the analysis of the results from the collated response.



**Table 4.5: School Environment Related Factors**

<b>Items scales</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std Dev</b>
Institutional policies favor to the female	1	5	3.78	.875
Assistance on how to handle female affairs is given to teachers	1	5	3.44	.556
The institution has enough furniture for all students	1	5	3.65	.902
The institution has enough lecture halls to conduct lecturers	1	5	3.99	.705
Female related matters are handled in a professional manner	1	5	3.37	.772
The institutional culture accommodates female students	1	5	3.88	.745
Distance to the institution discourages girls from continuing with studies	1	5	3.77	.689
Girls to leave school because of poor academic performance	1	5	3.70	.684
Girls leave school because of unconducive learning environment	1	5	3.51	.789
Setting up of gender based institutions encourage retention of girls in school	1	5	4.01	.845
Employing well trained female teachers in institutions encourages girls to stay in school	1	5	3.65	.652
Funding from government, NGOs and donor agencies for girl-child student education encourages their retention in school	1	5	3.47	.872

*Source: Primary data, 2015*

From the item mean results on school environment related factors presented in table above, the majority of the respondents agreed that institutional policies favored the female students (Mean=3.78), the institutions had enough furniture for all students (mean=3.65) and halls to conduct lecturers (mean=3.99). The results imply that favourable institutional policies that favoured female students would encourage female students to enroll in the school. Likewise, having the required furniture and infrastructure attracted female students to enroll at the school. In line with the findings, Lloyd (2000) points out that availability of material inputs such facilities, instructional materials, teaching staff, amenities such as toilets, electricity and water have profound implications on the comfort of students and the attractiveness of a university.

From the findings, the institutional cultures accommodated female students (mean=3.88), distance to the institution discouraged girls from continuing with studies (mean=3.77), female

students left school because of poor academic performance (mean=3.70) and left school because of unconducive learning environment (mean=3.51). This is evidence that the cultures of the institution, location of the institution, distance of the institution, students performance and learning environment had a great influence on female students' enrollment at the institutions. In support, Lloyd (2000) argues that when these facilities are not provided, girls can become demoralized and lose hope in studying.

Likewise, setting up of gender based institutions encouraged retention of girls in school (mean=4.01) and employing well trained female teachers in institutions encouraged girls to stay in school (mean=3.65) which is justification that female students were willing to enroll in gender affiliated institutions and were encouraged to stay in school as a result of being taught by female teachers. According to Kafui (2005), most of the tertiary institutions do not have adequate instructional materials to boost teaching hence this may have a negative effect on the learners' progress.

From the results, the standard deviation results of less than 1 show that the responses were close to the mean results which was confirmation that the results obtained on school environment related factors applied to the tertiary institutions and could be generalized on other tertiary institutions.

### 4.3.1.1 School Environment Related Factors and Female Enrolment

In order to ascertain the relationship between school environment related factors and female enrolment, Pearson’s correlation test was performed. The results are presented in table 4.6 below.

**Table 4.6: School Environment Related Factors and Female Enrolment**

		School Environment Related Factors	Organisational Performance
School Environment Related Factors	Pearson Correlation	1	.582(**)
	Sig. (2-tailed)		.007
Female Enrolment	Pearson Correlation	.582(**)	1
	Sig. (2-tailed)	.007	
**. Correlation is significant at the 0.01 level (2-tailed).			

*Source: Primary data, 2015*

The correlation results in table 4.6 above indicate significant positive relationship between school environment related factors and female enrolment ( $r = 0.582^{**}$ ,  $p < .01$ ). Equally, the results reveal that there is a moderately strong and statistically significant positive correlation between school environment related factors and female enrolment at  $0.582^{**}$  with a significance of 0.007 at the level of 0.01. The implication of this is that school environment related factors positively affect female enrolment in tertiary institutions. The correlation results are supported by the multiple regression results which revealed that school environment related factors determined a change in female enrolment.

In support of the results the members of NCHE revealed that female enrollment in tertiary institutions was still low because of the environmental challenges that were being faced by the institutions. Nonetheless, the institutions have embarked on extensive investments in infrastructure, furniture, teaching aids, toilet facilities among others with the help of

government so as to enhance female enrollment in tertiary institutions. Lloyd (2000) points out that availability of material inputs such facilities, instructional materials, teaching staff, amenities such as toilets, electricity and water have profound implications on the comfort of students and the attractiveness of institutions of higher learning. The institutional environment infrastructure shared by boys and girls such as toilets and shelter may have differential implications for girls in terms of enrollment and attendance because of their special needs during their menstrual periods and vulnerability to sexual harassment can provide grounds for dropout of school (Lloyd, 2000).

According to Uganda Education Network (2004), the factors affecting girl child education in Uganda noted that policies that the institutions draft grossly affect the girl child. Some of these policies are not conducive for female students. Kafui (2005) observes that lack of teaching and learning materials which students are able to see and feel during lectures can influence enrollment rate. In related issue, most of the tertiary institutions do not have adequate instructional materials to boost teaching hence this may have a negative effect on the learners' progress. He further argues that tertiary institutions don't put into consideration the number of students admitted and whether the number is commensurate to the existing facilities. In this study, the researcher will focus on the admission policy and how it relates to female enrolment.

#### **4.3.2 Family Factors and Female Enrollment**

In order to assess the relationship between family factors and female enrollment, item mean results were generated to show the average response of the respondents on each item. The items were anchored on a 5 point Likert scale (strongly agree, agree, undecided, disagree and strongly disagree). The findings are presented in table 4.7 below:

**Table 4.7: Family Factors**

Item scale	Min	Max	Mean	Std Dev
The parents marry off female children when still in school	1	5	3.63	.657
The parents prefer female children to do domestic chores than going to school.	1	5	3.67	.789
Parents provide guidance to female children on how to stay in school	1	5	3.66	.698
Caution about the performance of female girls is taken by management	1	5	3.40	.876
Counseling services are provided to female children	1	5	3.05	.775
Illegal and indiscriminate pregnancies force girls to leave school before completion	1	5	3.78	.724
Laws prohibiting early marriage assist in the retention of girls in schools	1	5	3.77	.660
Recognition of women with high educational attainment encourages girls to stay in school	1	5	3.54	.794

*Source: Primary data, 2015*

The results in table 4.7 above reveal that most of the respondents say that parents married off female children when still in school (mean=3.63), preferred female children to do domestic chores than going to school (mean=3.67) and that some parents provided guidance to female children on how to stay in school (mean=3.66). This justifies that parents were playing a central role in deterring girls from enrolling in school much as some parents encouraged their daughter to stay in school. Nansozi (2000) points out that to ensure good performance and high educational standards including financial contribution towards teachers' welfare and salaries which shows parents pre-occupation with institution performance and educational standards, parents should devise favorable strategies to realize this.

On the other hand, there was agreement that illegal and indiscriminate pregnancies forced girls to leave school (mean=3.78), laws prohibiting early marriage would assist in the retention of girls in school (mean=3.77) and recognition of women with high educational attainment

encouraged girls to stay in school (mean=3.54). The insights in this finding suggest that involvement of girls in early sexual activities undermined their continuation with their studies due to pregnancies. Therefore, government enacting laws that discourage early marriage would assist in the retention of girls in school. Nsubuga(1977) notes that parents are the earliest teachers known in education field and still the most important teachers of society. Therefore, the parenting style whether democratic or authoritarian and positive family climate favors the development of well developed, mature and stable children who can be able to learn while uncaring parent and unfavorable family climate promotes non adaptation, immaturity, lack of balance and insecurity in a child which makes them dropout from school.

The standard deviation results of less than 1 confirm that the results on family factors applied to the institutions. In line with the above results, several heads of departments revealed that parents contributed much to sending a girl to school and their retention in school. However, they cannot do this alone but should be supported by other stakeholders, such as government, teachers and development partners.

#### **4.3.2.1 Pearson Correlation between Family Factors and Female Enrollment**

the Pearson correlation test was performed to ascertain the relationship between family factors and female enrollment. The Pearson correlation test results are presented below in table 4.8.

**Table 4.8: Family Factors and Female Enrollment**

		Family Factors	Female Enrollment
Family Factors	Pearson Correlation	1	.491(**)
	Sig. (2-tailed)		.000
Female Enrollment	Pearson Correlation	.491(**)	1
	Sig. (2-tailed)	.000	
<i>**.</i> Correlation is significant at the 0.01 level (2-tailed).			

*Source: Primary data, 2015*

The correlation results indicate a significant and positive relationship between family factors and female enrollment ( $r = 0.491^{**}$ ,  $p < .01$ ). The results also indicate that there is a moderate and statistically significant positive correlation between family factors and female enrollment at  $0.491^{**}$  with a significance of 0.000 at the level of 0.01. The coefficient of determination showed that family factors account for 50% of the effects in female enrollment. The correlation results between family factors and female enrollment are supported by the multiple regression results which revealed that family factors ranked second in determining the change in female enrollment. This implies that family factors positively contribute to female enrollment in tertiary institutions. In line with the results, Kamuli (2006) points out that parents keep on moving the female children from one institution to another based on trivial matters.

Parental decisions do affect children enrollment; students whose parents monitor and regulate their activities provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Astone and McLanalan, 1991). Berliner (2009) points out that poverty also makes teaching and learning difficult for children who hurt themselves either physically or mentally. Those who are hungry and those who lack proper clothing or live in unsafe environment find it much harder to learn

because of these factors. According to Tino (2008), parents' level of education is part of a larger collection of psychological variables that influence female student's school outcomes. They further suggest that, the level of education influences parents knowledge, beliefs values and goals about child rearing so that a variety of parental behavior are indirectly related to female student's school performance for example high level of education may enhance parent's interest in becoming involved in their children's education and also enable parents to acquire and model social skills and problem solving strategies conducive to children's success.

### 4.3.3 Economic Factors and Female Enrollment

The relationship between economic factors and female enrollment was assessed using a 5 point Likert scale (strongly agree, agree, undecided, disagree and strongly disagree). The findings are shown in table 4.9 below:

**Table 4.9: Economic Factors**

Item scale	Min	Max	Mean	Std Dev
Parent face school fees challenges	1	5	3.79	.991
Parents provide the necessary scholastic materials for their children	1	5	3.59	.859
Exorbitant school fees charged by institutions force some girls to leave school prematurely	1	5	3.64	.867
Irresponsible parents who indulge in drinking fail to help their children on school related issues	1	5	3.66	.776
Female children are looked at as property that should be acquired when the female child is married off at an early age in return for wealth	1	5	3.97	.754

*Source: Primary data, 2015*

According to table 4.9 on economic factors, the majority of the respondents agreed that parent faced school fees challenges (mean=3.79), to some extent parents provided the necessary scholastic materials (Mean=3.59), exorbitant school fees charged by institutions forced some girls to leave school prematurely (mean=3.64), irresponsible parents who indulge in drinking



fail to help their children on school related issues (mean=3.66) and female children were looked at as property that should be acquired when the female child is married off at an early age in return for wealth (mean=3.97). According to Higgins (2009), economics is central to institutions' planning activities because much of the language of forecasting and planning is financial. According to Hurst (2006), financial planning and budgeting for financial resources is key in decision making.

This was justification that the declining or insufficient enrollment of girls in tertiary institutions was partly blamed on poverty back at home, high fees charges, parents irresponsibility and stereo typing or discrimination of girls. From the standard deviation results of less than 1 attest that the results on economic factors applied to the institutions and therefore could be generalized on other tertiary institutions in the sector.

#### 4.3.3.1 Pearson Correlation between Economic Factors and Female Enrollment

To assess the relationship between economic factors and female enrollment, Pearson's correlation test was used and the results are presented below in table 4.10.

**Table 4.10: Economic Factors and Female Enrollment**

		Economic Factors	Female Enrollment
Economic Factors	Pearson Correlation	1	.453(**)
	Sig. (2-tailed)		.000
Female Enrollment	Pearson Correlation	.453(**)	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data, 2015

The correlation results indicates a significant and negative relationship between economic factors and female enrollment ( $r = 0.453^{**}$ ,  $p < .01$ ). The results indicate that there is a moderate and highly significant positive correlation between economic factors and female enrollment at  $0.453^{**}$  with a significance of 0.000 at the level of 0.01. The coefficient of determination,  $r^2$  gave a value of 45.3%, implying that economic factors account for 45.3% in the enhancement of female enrollment in tertiary institutions. The correlation results between economic factors and female enrollment are supported by the multiple regression results which reveals that economic factors ranked third in determining the change in female enrollment. Consequently, implies that economic factors positively contribute to female enrollment. According to Higgins (2009), economics is central to institutions' planning activities because much of the language of forecasting and planning is financial. The best use of available resources is only done in order to improve learning outcomes, it comes at an opportune time where there are increasing demands on the Educational budget. It's unlikely that substantial increase in the sector budget envelop will be provided given other competing national priorities as well as affirmative action (Kabahuma, 2003).

Increase in tuition fees in some institutions influences girl child enrollment. Some girls come from humble background where by they cannot afford to pay tuition that is out of their reach. According to Collier (2009), without a stable funding base, neither access nor excellence can be achieved. One thing is clear the common African patterns of full state funding to a small number of universities no longer works if in fact it ever did. Free tuition and free or highly subsidized accommodation are simply unsustainable. Emuron (2000) observed that meaningful higher education requires financial resources. He notes that lack of enough financial resources

is the basic problem facing African countries in maintaining the quality of child education in higher institutions of learning.

#### **4.3.4 Multiple Regression Model**

Regression analysis includes any techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed. Most commonly, regression analysis estimates the conditional expectation of the dependent variable given the independent variables. Regression analysis is widely used for prediction and forecasting, where its use has substantial overlap with the field of machine learning. Regression analysis is also used to understand which among the independent variables are related to the dependent variable, and to explore the forms of these relationships. In restricted circumstances, regression analysis can be used to infer causal relationships between the independent and dependent variables. A regression analysis was carried out to examine the extent to which of the variables institutional environment related factors, family factors, economic factors predict female enrolment in tertiary institutions. The results are presented below in table 4.11.

**Table 4.11: Regression Model**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	1.786	.408		4.373	.000
	Economic factors	.133	.062	.144	2.161	.002
	Family factors	.126	.053	.172	2.350	.00
	Institutional environment related factors	.311	.072	.315	4.297	.000
<b>Dependent variable:</b> Female enrolment						
R <sup>2</sup> =.396		Adj R <sup>2</sup> =.392			Sig= 0.000	

Source: Primary data, 2015

According to table 4.11, variables institutional environment related factors, family factors and economic factors predict 39.2% of female enrolment (Adjusted R Square = .392). The regression model was significant and thus reliable for making conclusions and recommendations. The most significant predictor of female enrolment was institutional environment related factors (Beta= 0.600) followed by family factors (Beta= .226) and then followed by economic factors (Beta= 0.214). The findings reveal that institutional environment related factors, family factors and economic factors were strong predictors of female enrolment. From the results institutional environment related factors enhances 0.311 of the changes in female enrolment at the institutions; family factors causes a change of 0.126 female enrolment at the institutions while economic factors contribute 0.133 of the change in female enrolment at the institutions. Female enrolment was constant at 1.786 without the effect of any variable.

#### 4.4 Conclusion

This chapter has discussed the analysis and study findings. Its central focus was on the effect of institutional environment related factors, family factors and economic on the enrolment at

tertiary institutions. The next chapter the study presents its summary, conclusion and recommendations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is the summary, conclusion and recommendations section of the study. The study set out to investigate and ascertain the factors influencing female enrolment in tertiary institutions. The chapter begins by providing a general summary and then it will draw some conclusion on the study, after which, it will make alternative suggestions on how the factors influencing female enrolment in tertiary institutions can be mitigated. Thereafter it will discuss the limitations of the study and then it will suggest areas for further research.

#### **5.2 Summary of the Findings**

The study sought to examine the factors influencing female enrolment in tertiary institutions. This was carried out by unpacking the factors influencing female enrolment which are: institutional environment related factors, family factors and economic factors. Data was collected using self-administered questionnaires and an interview guide and analysed using the Statistical Package for Social Scientists (V18). The results were presented using tabulations of frequencies, item means, correlations and regression analysis.

##### **5.2.1 Summary of the Findings on Sample Characteristics**

The findings on the sample characteristics revealed that the majority of the respondents were male, within the 31-40 years age group, most of them had tenure of 4-5 years of employment. The majorities of the respondents are diploma and degree holders.

### **5.2.2 Institutional Related Factors and Female Enrollment**

The correlation findings indicated a significant positive relationship between institutional related factors and female enrollment. The findings further showed that there was a strong and statistically significant positive relationship between institutional related factors and female enrollment which was implication that institutional related factors influenced female enrollment in tertiary institutions.

### **5.2.3 Family Factors and Female Enrollment**

From the findings, a significant and positive relationship was observed between family factors and female enrollment. The correlation findings between family factors and female enrollment were in agreement with the regression findings which revealed that family factors determined female enrollment in tertiary institutions which was implication that family factors had a positive contribution on female enrollment in institutions of higher learning.

### **5.2.4 Economic Factors and Female Enrollment**

According to the findings on the association between economic factors and female enrollment, a significant and positive relationship was observed. The moderate positive significant relationship implied that for female enrolment to improve, the stakeholders in female education needed to invest adequate financial resources. Therefore, the enhancement in economic factors would have a positive influence on female enrollment in tertiary institutions.

### **5.2.5 Conclusions**

The conclusion of the study was made in accordance with the study objectives. The findings validate that school environment factors were an integral part of female enrollment in

tertiary institutions. This implies that school environment factors in regard to institutional policies, culture and learning environment positively affected tertiary institutions' female enrollment levels. This is the justification that school environment factors were vital in promoting female enrollment in tertiary institutions.

The findings on the effect of family factors on female enrollment were observed to be positive and significant. The positive significant relationship between family factors and female enrollment is justification that to attain increased female enrollment in the institutions, there is need to address the challenges of family factors and institutional management and other stakeholders needed to appreciate the role that the family factors play towards female enrollment.

The findings showed that economic factors had a positive influence on female enrollment which is implication that providing findings in form of tuition, functional fees and scholastic materials determined the level of female enrollment in tertiary institutions. This is the justification that effective management of economic factors was important in promoting female enrollment in the institutions.

### **5.3 Recommendations**

In light of the research findings, the following recommendations are made:

The findings revealed that school environment factors had a significant effect on female enrollment. Therefore, tertiary institutions should develop the necessary institutional policies that favour female enrollment, nurture institutional cultures that accommodate the core existence of both the male and female students while at the same time be able to provide a learning environment that fosters learning to take place for the different gender. With the



required the required school environment factors, the tertiary institutions will be able to promote female enrollment in the institutions by encouraging female students to stay in school, to be able to be regular in attendance and to complete their studies. Likewise, regular sensitization meetings and community non-formal education classes should be organized by government in partnership with development partners within the communities to inform parents about the value of education to girls, the community and the nation as a whole.

According to the findings, family factors were found to be significant predictors of female enrollment in tertiary institutions. For this reason, both public and private tertiary institutions and other stakeholders should embark on ways of attitude change towards the girl child education so as to view education in a positive way and that it is beneficial for all sexes. Parents and other stakeholder should actively participate in Parent Teacher Associations as well as in other activities of the schools. Their involvement would make them aware of the problems and issues affecting the girls, teachers and the schools in general. In this way, parents would be able to provide suggestions that may lead to the provision of a better teaching and learning environment to improve upon the academic performance of girls.

Findings indicate that economic factors affect female enrollment in tertiary institutions. For the institutions to realize increased female enrollment, there should be development of strategies through which students can receive financial assistance in the form of tuition, functional fees and scholastic materials. When the students are able to meet their financial needs such as tuition fees and functional fees from students, the institutions will continue to record increases in attendance rate and regularity of the students in the institutions. Likewise, the supervision and monitoring of education services by government should be continued and circuit

supervisors should be more regular as usual in the school. Regular visits to the institutions would continue to motivate female students to be more regular and early in school. Also, girls would be challenged the more, to change their attitude towards school when they realize that supervisors are regular in the schools and that, teachers are also present and always punctual.

There is urgent need for the government to establish programs combining gender sensitization, legal awareness raising and civil education of women and men, with a view to eradicating retrogressive socio-cultural attitudes and values, as well as democratizing society. To achieve this, efforts should be made not only to provide equality of educational opportunity but to transform the entire content and process of education in order to realign gender roles and make them more equitable and harmonious. The Ministry of Education, Science, Technology and Sports should conduct continuous policy reviews of the education sector to incorporate new developments on gender equality. This can be done through monitoring and evaluation of the existing policies in the education sector as this will ensure checks and balances and also help identify the gaps that are still eminent on women participation in administration.

#### **5.4 Areas for Further Research**

From the findings, the regression analysis revealed that the model could only explain 39.2% in variance of female enrollment; a study should be carried out comprising of other factors which were not part of the model. Specifically studies factors affecting career choice of the female and their effect female enrollment; the effect of factors affecting academic performance on female enrollment; gender and women participation in administration and its effect on female enrollment among others should be carried out.

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**APPENDIX I:**  
**QUESTIONNAIRE**

Dear respondent,

I am Ojambo Geoffrey Joe a student of Uganda Martyrs University, Nkozi undertaking research on “*factors leading to reduced female enrolment in tertiary institutions in Uganda*” in partial fulfillment of the requirements for the Award of a Master Degree in Development Economics. The information sought is required only for academic purposes. Participation is entirely out of your volition and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of this research thesis. Information provided will be treated with maximum confidentiality.

**Section I: GENERAL INFORMATION**

1. What is your gender?

Male (1)	
Female (2)	

2. How long have you been an employee/student of the institution?

Less than 1 year (1)	
2 – 3 yrs (2)	
4 – 5 yrs (3)	
6 – 10 yrs (4)	
Above 10 yrs (5)	

3. In which age group are?

Less than 25 years (1)	
26 – 30 yrs (2)	
31 – 40 yrs (3)	
41 – 45 yrs (4)	
Above 45 yrs (5)	

4. What is the highest level of education you have attained?

Primary level(1)	
Secondary Level (2)	
Certificate (3)	
Diploma (4)	
Degree (5)	

Masters (6)	
PhD(7)	
Others (8)	

**Section II: School Environment related factors**

Please indicate the extent to which you agree or disagree with the statements below by ticking (√)

**Key: 1=SD-Strongly Disagree; 2=D-Disagree; 3=NS- Not Sure; 4=A-Agree and 5=SA-Strongly Agree**

School Environment related factors	SD	D	U	A	SA
Institutional policies favor to the female					
Assistance on how to handle female affairs is given to teachers					
The institution has enough furniture for all students					
The institution has enough lecture halls to conduct lecturers					
Female related matters are handled in a professional manner					
The institutional culture accommodates female students					
Distance to the institution discourages girls from continuing with studies					
Girls to leave school because of poor academic performance					
Girls to leave school because of unconducive learning environment					
Setting up of gender based institutions encourage retention of girls in school					
Employing well trained female teachers in institutions encourages girls to stay in school					
Funding from government, NGOs and donor agencies for girl-child student education encourages their retention in school					

**Section III: Family related factors**

Please indicate the extent to which you agree or disagree with the statements below by ticking (√)

**Key: 1=SD-Strongly Disagree; 2=D-Disagree; 3=NS- Not Sure; 4=A-Agree and 5=SA-Strongly Agree**

Family related factors	SD	D	U	A	SA
The parents marry off female children when still in school					
The parents prefer female children to do domestic chores than going to school.					
Parents provide guidance to female children on how to stay in school					
Caution about the performance of female girls is taken by management					
Counseling services are provided to female children					
Illegal and indiscriminate pregnancies force girls to leave school before completion					
Laws prohibiting early marriage assist in the retention of girls in schools					
Recognition of women with high educational attainment encourages girls to stay in school					

**Section IV: Economic related factors**

Please indicate the extent to which you agree or disagree with the statements below by ticking (√)

**Key: 1=SD-Strongly Disagree; 2=D-Disagree; 3=NS- Not Sure; 4=A-Agree and 5=SA-Strongly Agree**

Economic related factors	SD	D	U	A	SA
Parent face school fees challenges					
Parents provide the necessary scholastic materials for their children					
Exorbitant school fees charged by institutions force some girls to leave					



school prematurely					
Irresponsible parents who indulge in drinking fail to help their children on school related issues					
Female children are looked at as property that should be acquired when the female child is married off at an early age in return for wealth					

### Section V: Female Enrolment

Please indicate the extent to which you agree or disagree with the statements below by ticking (✓)

**Key: 1=SD-Strongly Disagree; 2=D-Disagree; 3=NS- Not Sure; 4=A-Agree and 5=SA-Strongly**

<b>Female Enrolment</b>					
Girls are keen at making the parents pay their fees on time					
School policies are in place to foster female enrolment					
Events are organised to encourage girl child education					
Female education is given first priority at the institution					
The completion rate of the girl child in tertiary institutions is improving					
Girls should be separated from boys to improve girls enrolment					
Cultural belief of considering the male child to be better than the girl child undermines girl child enrolment					
Religious beliefs that discourage free mixing of females with males discourages enrolment of the girl child					
Unavailability of employment after school discourages girl child enrolment					
Poverty of parents is a detriment to girl child education					
Traditional belief that girls are only useful at homes discourages their enrolment					
Free scholarships promote female enrolment in institutions					
Parents are sensitised on the importance of girl child enrolment					

## APPENDIX II

### INTERVIEW GUIDE FOR HEAD TEACHERS AND TEACHERS

The researcher will be guided by the following questions in carrying out the interview for NCHE officers and Principals

1. Date of interview.....

#### Section A: Bio-data

2. Sex

Male

Female

3. Designation (position).....

#### Section B:

4. In your view, are female children adequately enrolled in tertiary institutions?
5. If they are not, what are the factors contributing this?
6. Is the available policy framework adequate enough to promote female enrollment in tertiary institutions?
7. What plans do you have to reduce girl child dropout rate?
- 8.
9. If no, what needs to be done so for the policy to be effective?
10. What could be some of the factors influencing female enrollment in tertiary institutions?
11. What strategies do you think can be put in place to increase female enrollment in tertiary institutions?

**Thank you**

### APPENDIX III

#### SAMPLE SIZE TABLE

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	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
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	59	230	140	500	217	1800	317	20000	377
75	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

Note: "N" is population size  
"S" is sample size.