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Assessment of Factors Influencing the Students Enrolment into Federal College of Education Yola and its Implication on the Funding of Teacher Training Programmes

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ABSTRACT

The purpose of the study was to assess and understand the factors that mostly influence the decision of students in choosing a particular tertiary education institution (TEI) and the independent variables that might predict a student's choice. Specifically, the research was centered on Federal College of Education, Yola to improve its competitiveness among other TEI in Adamawa state and Nigeria. Stratified random sampling technique was employed in the study. The sample size of the study (respondents) comprised of 378 year one to three students of National Certificate in Education (NCE) programs out of 6,822 students that registered with the College in 2022/2023 academic session. Based on the need to generate base-line data, the study adopted a simple survey research design method. A 25-items structured questionnaire was designed and used as research instrument to capture the NCE students' perspectives with respect to the research questions that were formulated in order to achieve the stated objectives. Evaluation of instrument reliability and validity were performed using Cronbach's alpha coefficient (90%). Multiple approaches methods were employed for collection and collation of data. The data gathered for the study were coded and later analyzed statistically with mean and standard deviation using statistical package software SPSS V. 24. Research results showed the major factors which have influence on students' College choice decision were location, entry requirement, reputation/image, educational facilities, academic programs offered, cost of study, availability of financial aid, graduation time, students' accommodation, social activities/amenities, parents influence, peer group influence, students' personal interest, employment opportunities, academic staff qualifications, students-teachers relationship, security, sports activities, accreditation of programs and advertisement respectively. .Finally, conclusion and recommendations were drawn from the findings.

Key wards; tertiary education institutions (TEI); factors influencing students' choice;   students' enrolment; independent variables.

Introduction

The National Policy on Education (2004) defines tertiary education to include universities, polytechnics, monotechnics and colleges of education in Nigeria. Tertiary education generally results in the award of degrees, national diplomas or national certificates in education. Tertiary Education Institutions (TEI) plays predominant role in the development of any society. Due to the growing number of TEI enrollment rate accompanied by the increasing number of TEI in Nigeria, shows that there is opportunity as well as threat for the TEI, thus, increasing competition among the TEI, the administrators of these institutions are becoming increasingly interested in assessing and understanding how TEI potential students choose their institutions (Kabiru 2013). Such contexts demand a deep understanding of student's decision making factors in choosing TEI of their choice (Kabiru 2013; Zain, Jan and Ibrahim 2013). The challenges increase competition among the institutions to attract quality students.

 Consequently, TEI as service providers require restructuring themselves in order to survive (Kusumawati, 2010). Competitive pressure should force them to look for more competitive marketing strategies in order to compete for students in their respective admission markets. As the TEI sector is growing, it is imperative that they understand the factors that influence students and parents' selection of institution in order to remain competitive, market oriented and customer-focused (Yusuf, Ahmed, Tajidin and Ravindra, 2008). Managers of the system will be compelled to utilize the factors to generate

revenue, take crucial actions that could raise up their academic rating and prestige in global league of institutions (Jibril and Obaje, 2008). The national competition of tertiary education programs makes TEI to seek for most efficient ways to attract students (Agrey & Lampadan, 2014).

Tertiary institutions face with the ever-increasing difficulties and compete with each other in students' attraction and recruitment (Misran et al, 2012; Proboyo & Soedarsono 2015; Mustafa et al, 2018). TEI has always been viewed as a luxury activity rather than a necessity activity (Tessema & Rao 2018)) or as an elitist activity (Uyar 2018). In such a dynamic environment, choosing right TEI is very crucial for all of the students (Agrey & Lampadan 2014) and the process of TEI choice is highly complex (Aydin 2015; Beneke & Human 2010) because it not only affects students' orientation of future career but also impacts on study motivation, commitment, and interaction of the students with the TEI (Bringula 2013).

Problems Statement

The Federal Government of Nigeria allocation to Tertiary Education is dwindling (Munazali, 2007). In Nigeria, funding for Tertiary Education Institutions (TEI) has consistently fallen short of financial needs thereby, constraining the institution's ability to expand their facilities (Kabiru 2013; Jubril and Obaje, 2008). They are expected to internally generate funds to cater for their needs. One of the major sources of generating funds is through school fees and accommodation fees (Manoku 2015). The higher the enrolment of students attracted in a competitive market, the better the internally generated revenue in the institutions. In order to generate adequate funding that needs to manage TEI, they must strengthen their ability to attract prospective students through a market strategy (MdSidin, Hussin & Soon 2003). TEI must understand the factors that influence students and their parents choice of a particular institution that competes with other institutions on the admission market. Therefore, to study the factors that influence students' choice of TEI has become pertinent on the part of the TEI managers/administrators for student's enrolment. These problems call for a need to restructure the College for better students' enrolment and service delivery.

Objectives of the Study

The specific objectives of the study are to:

1. Determine the impact of Socio-economic factors on students' enrolment in FCE Yola

2. Investigate the impact of Socio-cultural factors on students' enrolment,

3. Assess the impact of College environmental factors on students' enrolment

4. Find out the impact of College academic factors on students' enrolment.

5. Evaluate the impact of College management/administration factors on students' enrolment.

Research Questions

The below research questions are served as guides in delving into the topic under study.

1. What is the impact of Socio-economic factors on students' enrolment in FCE Yola?

2. What is the effect of Socio-cultural factors on students' enrolment?

3. What is the impact of College environmental factors on students' enrolment?

4. What is the impact of College academic factors on students' enrolment?

5. What is the impact of College management/administration factors on students' enrolment?

Literature Review:

Pampaloni (2012) surveyed high school students at College operations to identify the factors most influential to their College application decision-making process. The results revealed that size, housing and knowing someone who attended a school influenced students' view of the school atmosphere. Kusumawati (2010) used semi-structured and focused group discussions to conduct a study on first year undergraduate students from Indonesian Public University. The result indicated that the total expenses (cost, reputation, proximity, job prospect, parents' academic quality, friends), facilities and campus environment affect student's decisions choice of university. A study was conducted by Chia (2012) on factors influencing students' selection of private education institutions in Singapore, self administrative questionnaire was used on target sample of 245 students. Factors analysis shows that seven factors identified include academic reputation and recognition, campus enrolment, reference group, influence programmed, relevancy, promotional information, financial cost, accessibility and location. Miny (2012) used a conceptual approach to conduct a study on model of higher education institutions choice in Malaysia. The criteria with which students select their Higher Education Institutions (HEIS) and build a conceptual model to suit to the local higher education industry explored. Factors which influence students' choices of HEIS are students' characteristics, external influences and College attributes.

Alfred (2012) conducted a study on factors which influence students to select TEIS in Kumasi Polytechnic, Ghana. The findings of the study include reputation and availability of quality lecturers and facilities are the primary reasons why applicants choose Kumasi Polytechnic. Muaura & Fatoki (2012) distributed 200 questionnaires to respondents who were conveniently selected to investigate the determinants of choice of universities by foreign business students in South Africa." Findings of the study include financial factors with a means score of 4.39, a five point shows no significant difference in the mean scores on financial information, quality, attractiveness, diversity, facilities, opportunities and social factors. Al-faltal (2012) used three phases of research designs namely exploratory, survey and multi case studies to conduct a study on student choice of university and marketing strategies on three universities in Syrian Private Higher Education. Questionnaire was developed on a seven point scale ranging from unsatisfied to satisfied, with 110 sent to each of the three universities. The findings showed that career and security were influential factors for student choice of private universities in Syria.

Methodology

Study Area

The study was conducted at Federal College of Education (FCE), Yola Adamawa State, Nigeria. The study centred on the students of National Certificate in Education (NCE) programs only which are the main programs out of the programs that were offered in the College.

Study Population and Sample Size

The sample size of the study (respondents) comprised of 378 year one to three students of NCE programs out of 6,822 students that registered with the College in 2022/2023 academic session, using Taro Yamane formulae (1967) as sited by Isreal, (2015).

Sample and Sampling Technique

Stratified random sampling technique was employed in the study. A 25-items structured questionnaire was designed and captured the NCE students' perspectives with respect to the research questions that were formulated in order to achieve the stated objectives. The first part of the questionnaire contains information regarding demographics details (gender, age group, marital status, religion, school and level) of the respondents. The second part of the questionnaire focuses on 5 major factors A to E which includes: College environmental factors (5 items), Socio-economic factors (5 items), Socio-cultural factors (5 items), College academic factors (5 items) and College management/administrative factors (5 items) respectively.

Research Design

Based on the need to generate base-line data, the study adopted a descriptive survey research design. The importance of descriptive survey designs is that it is useful in describing the characteristics of a large population and ensures a more accurate sample collection and collation to gather targeted results in which to draw conclusions (Salaria, 2012).

Instrument Reliability and Validity Test

Thirty questionnaires were distributed to thirty students in various schools in the College to be piloted. The students who participated in the pilot study were not used again in the main study. Thereafter, the researchers went through the filled questionnaires and identified those that needed to be perfected and the correct data was used for the study.

Methods of Data Collection and Analysis

Multiple approaches methods were employed for collection of the questionnaires from the respondents, the responses were collected, collated and coded before analysis. Evaluation of instrument reliability and validity were performed using Cronbach's alpha coefficient (90%). Simple descriptive statistics analysis (frequencies and percentages) was done on the demographic profile of the respondents. The data gathered for the study were later analyzed statistically with mean and standard deviation using computer software, Statistical Package for Service Solution (SPSS V. 24). There after ranking was done based on the mean scores of independent variables that influences the students' choice of the College in accordance with Bringula (2013). Decision on the research questions was based on a benchmark mean of 2.50. This implies that "any item with a mean value of 2.50 and above were regarded as agreed while any item with mean value of less than 2.50 were regarded as disagreed" (Misran, et. Al, 2012). Discussion, conclusion and recommendations were drawn from the findings in accordance with the research objectives.

Results and Discussions

Table 1below described the demographic data provided by the respondents. This data is reported in the order as it appeared in first part of the questionnaire which covered questions relating to the respondents' personal details.

Table 1: Demographic data of the respondents

Gender	Frequency	Percentage (%)
Male	155	41.01
Female	223	58.99

Age group	Frequency	Percentage (%)
17 – 21 Years	186	49.2
22 – 24 Years	128	33.8
25 – 29 Years	53	14
30 Years and above	11	2.9
Marital Status	**Frequency**	**Percentage (%)**
Single	203	54.23
Married	125	33.07
Divorced	38	10.05
Widow	10	2.65
Religion	**Frequency**	**Percentage (%)**
Islam	257	67.99
Christianity	121	32.01
School	**Frequency**	**Percentage (%)**
Arts & Soc. Sci.	63	16.66
ECCE	63	16.66
Languages	63	16.66
SANSE	63	16.66
Sciences	63	16.66
Vocational	63	16.66
Level	**Frequency**	**Percentage (%)**
NCE 1	126	33.33
NCE 2	126	33.33
NCE 3	126	33.33

The demographic data of the respondents revealed that in terms of gender, the female have the highest percentage of 58.99% and the male have 41.01%. While the age group 17 to 21 years old top highest with percentage of 49.2% followed by 22 to 24 years 33.8%, 25 to 29 years 14.00% and 30 years and above 2.9%. The data of marital status of the respondents shows that single respondents have the highest percentage of 54.23%, followed by married respondents 33.07%, divorced respondents 10.05% and widow respondents 2.65%.respectively. The religion data shows that Islam has the highest percentage of 67.99% and Christianity has 32.61%.   There was equal distribution of respondents on schools and levels, schools have 16.66% respondents while levels have 33.33% respondents.

Table 2: Instrument Reliability and Validity Test Results.

Component Factors	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
College environmental factors	0.875	0.876	0.841	0.817
Socio-economic factors	0.862	0.865	0.811	0.786
Socio-cultural factors	0.839	0.837	0.802	0.735
College academic factors	0.804	0.802	0.783	0.683
College management factors	0.751	0.753	0.749	0.624

Cronbach's alpha recommended minimum value 0.70 (Zain et. al,. 2013) Average Variance Extracted Value (AVE) recommended minimum value 0.50 (Rudhumbu et.al,.2017)

Table 2 above revealed the reliability and validity of the instrument used. The composite reliability was examined through Cronbach's alpha, which indicated a higher value of 0.841 and lower value of 0.749.The values fully complied with the recommended minimum value of 0.7 (Aydin 2015; Beneke & Human 2010; Hair et, al. 2010). The validity of the instrument was ensured through convergent validity. According to Bringula (2013) Dahari & Abduh (2011); Mana & Claudia (2012), for convergent validity, the recommended minimum value is 0.7 which is in line with the values obtained in this study. Also, Miny (2011); Munzali (2007); Proboyo & Soedarsono (2015) suggested that the average variance extracted (AVE) value of instrument should be higher than 0.5 which also correspond to the values obtained in this study. The results of the analysis confirmed that the instrument was reliable and valid.

Table 3: Statistical Index Values with chi-square and effect size results of the factors.

Component Factors	N	X2	Df	Sig	Ef
College Environmental factors	378	156.084	9	P<01	0.096
Socio-Economic factors	378	108.712	3	P<01	0.085
Socio-Cultural factors	378	101.493	5	P<01	0.079
College Academic factors	378	81.673	3	P<01	0.063
College Management factors	378	72.329	4	P<01	0.058

Based on the results shown in table 3, the College environmental factors are highest with Ef value of 0.096. Socio-economic factors are second with Ef value of 0.085. Socio-cultural factors are third with Ef value of 0.079. College academic factors are fourth with Ef value of 0.063 and College management factors are fifth with Ef value of 0.058.

Each of the above factors was divided into some independent variables which are as follows:

1. College environmental factors included College location, College infrastructures, Students accommodation, Security and Sports activities.

2. Socio-economic factors included Cost of study, Availability of financial aids, Parents income, Family occupation and Employment opportunity.

3. Socio-cultural factors included Parents influence, Peer group influence, Society influence, Teachers influence and Student' interest.

4. College academic factors included College academic programmes (courses), Academic staff qualification/performance, College educational facilities, Students-teachers relationship and Accreditation of programs.

5. College management/administration factors included College reputation, College entry requirement, Graduation time, Social activities and Advertisement.

Tables below provides the mean and standard deviation scores for the independent variables that have been identified by the respondents to have most influenced of students' College choice decision that scored the mean values above 2.50, as well as the ranking based on the mean scores. The higher the mean score the higher was the responses of the respondents were in favour of that variable. The results from the findings of the study were used to answer the following research questions.

Research question 1: What is the impact of environmental factors on students' enrolment in the College?

Table 4 Impact of environmental factors on students' enrolment in the College.

Independent Variables	N	Mean	Std. Deviation	Rank
College location	378	4.4685	1.282	1
Students' accommodation	378	4.2205	1.882	2
Security in the College	378	3.9753	2.437	3
Sports activities in the College	378	3.7251	2.285	4
College infrastructures	378	2.6382	2.562	5

Table 4 shows the mean scores of the independent variables that were assessed by the respondents. Based on the results obtained from the findings of the study, it was revealed that College location has the highest mean value of 4.4685 and ranked 1st, followed by the students accommodation with the mean value of 4.5205 that ranked 2nd, then security in the College with the mean value of 3.9753 and ranked 3rd, followed by the sports activities with the mean value of 3.7251 and ranked 4th. The least variable was the College infrastructures with the mean value of 2.6382 and ranked 5th. The results of this finding are in line with earlier studies such as Ramalu, et, al. (2013); Bringula (2013); Wagner & Fard (2009); Winn et, al. (2014) and Le, Robinson & Dobele (2020). The findings answered the research question that environmental factors have positive influence on students' enrolment in the College. Therefore, this finding revealed that the environmental factors have impact on students' enrolment in the College.

Research question 2: What is the impact of Socio-economic factors on students' enrolment in the College?

Table 5: Impact of Socio-economic factors on students' enrolment in the College

Independent Variables	N	Mean	Std. Deviation	Rank
Cost of study	378	3.9816	1.725	1
Availability of financial aid	378	3.8536	1.847	2
Parents income	378	3.5406	2.254	3
Family occupation	378	3.3520	2.354	4
Employment opportunities	378	3.2675	2.411	5

Table 5 shows the mean scores of the independent variables that were assessed by the respondents. Based on the results obtained from the findings of the study, it was revealed that Cost of study has the highest mean value of 3.9816 and ranked 1st, followed by the Availability of financial aid with the mean value of 3.8536 that ranked 2nd, then Parents income with the mean value of 3.3.5406 and ranked 3rd, followed by the Family occupation with the mean value of 3.3520 and ranked 4th. The least variable was the Employment opportunities with the mean value of 3.2675 and ranked 5th. This is in consistent with the previous researches made by Tessema & Rao (2018); Sidin et, al (2003); Muaura & Fatoki (2012); Chia (2011); Afful-Broni & Noi-Okwei (2010); Agrey & Lampadan (2014); Uyar (2018) and Yusuf et, al. (2008). Therefore, this finding revealed that the Socio-economic factors have impact on students' enrolment in the College.

Research question 3: What is the impact of Socio-cultural factors on students' enrolment in the College?

Table 6: The impact of Socio-cultural factors on students' enrolment in the College

Independent Variables	N	Mean	Std. Deviation	Rank
Parents influence	378	3.5406	2.254	1
Peer group influence	378	3.4863	2.510	2
Students' personal interest	378	3.3423	2.481	3
Teachers influence	378	2.8529	2.623	4
Societal influence	378	2.6423	2.481	5

Table 6 shows the mean scores of the independent variables that were assessed by the respondents. Based on the results obtained from the findings of the study, it was revealed that Parents influence has the highest mean value of 3. 5406 and ranked 1st, followed by the Peer group influence with the mean value of 3.4863 that ranked 2nd, then Students' personal interest with the mean value of 3.3423 and ranked 3rd, followed by the Teachers influence with the mean value of 2.8529 and ranked 4th. The least variable was the Societal influence with the mean value of 2.6423 and ranked 5th. This result is in line with the findings of studies conducted by Ceja (2006); Kusumawati et al. (2010); Rudhumbu et al. (2017); Chia (2011); Kabiru (2013); Mana & Claudia (2012) Maniu & Maniu (2014) Wagner et al. (2009), Jibril & Obaje (2008), Wiese et al. (2010) and Zain et al. (2013). Therefore, this finding revealed that the Socio-cultural factors have impact on students' enrolment in the College.

Research question 4: What is the impact of academic factors on students' enrolment in the College?

Table 7: Impact of academic factors on students' enrolment in the College

Independent Variables	N	Mean	Std. Deviation	Rank
College academic programs	378	4.0562	1.683	1
College educational facilities	378	3.5683	1.361	2
Academic staff qualifications	378	3.1892	2.354	3
Students-teachers relationship	378	2.9986	2.416	4
Accreditation of programs	378	2.6570	2.399	5

Table 7 shows the mean scores of the independent variables that were assessed by the respondents. Based on the results obtained from the findings of the study, it was revealed that College academic programs has the highest mean value of 4.0562 and ranked 1st, followed by the College educational facilities with the mean value of 3.5683 that ranked 2nd, then Academic staff qualifications with the mean value of 3.1892 and ranked 3rd, followed by the Students-teachers relationship with the mean value of 2.9986 and ranked 4th. The least variable was the Accreditation of programs with the mean value of 2.6570 and ranked 5th.

The results of this study correspond to the earlier studies by Manoku (2015); Rudhumbu et, al, (2017); Alfred. (2012); Mehboob, Shah and Bhutto (2012); Mustafa et al. (2018); Munzali (2007); Wagner et al. (2009); Jibril & Obaje (2008); Ceja (2006); Misran et al. (2012); Kusumawati et al. (2010)' (Jafari & Aliesmaili (2013) and Kabiru (2013). Therefore, this finding revealed that the academic factors have impact on students' enrolment in the College.

Research question 5: What is the impact of management/administration factors on students' enrolment in the College?

Table 8: Impact of management/administration factors on students' enrolment in the College

Independent Variables	N	Mean	Std. Deviation	Rank
College entry requirement	378	4.3664	1.279	1
College reputation	378	4.2582	1.291	2
Graduation time	378	3.5634	2.145	3
Social activities /amenities	378	3.2427	2.238	4
Advertisement	378	2.6570	2.428	5

Table 8 shows the mean scores of the independent variables that were assessed by the respondents. Based on the results obtained from the findings of the study, it was revealed that College entry requirement has the highest mean value of 4.3664 and ranked 1st, followed by the College reputation with the mean value of 4.2582 that ranked 2nd, then Graduation time with the mean value of 3.5634 and ranked 3rd, followed by the Social activities /amenities with the mean value of 3.2427 and ranked 4th. The least variable was the Advertisement with the mean value of 2.6570 and ranked 5th. This result is in line with the previous researches by Jafari & Aliesmaili (2013); Wagner & Fard (2009); Aydin (2015); Chandra, Hafni, Chandra, Purwati & Chandra (2019); Krezel & Krezel (2017); Mehboob et al. (2012); Maniu (2014), Jafari & Aliesmaili (2013); Wiese et, al. (2010) Uyar (2018) and Pampaloni (2010). Therefore, this finding revealed that the management/administration factors have impact on students' enrolment in the College.

Conclusion

The results of the study demonstrate that the under listed variables identified will help the prospective students in making decisions while they look for a TEI and will also be helpful for the College management to focus on the key factors which are preferred by the students. Understanding what students need may help the College management to ensure their services are delivered in the right direction as it will lead to higher satisfaction among students. As a better student today will make a better country tomorrow. It will also help the College to have a greater knowledge about the underlying motivations of NCE students for further studies in the College after graduation since the College run undergraduate programs. The outcomes of the study revealed that students consider a number of factors critical for TEI selection decision. Factors such as location, entry requirement, reputation/image, educational facilities, academic programs offered, cost of study, availability of financial aid, graduation time, students' accommodation, social activities/amenities, parents influence, peer group influence, students' personal interest, employment opportunities, academic staff qualifications, students-teachers relationship, security, sports activities, accreditation of programs and advertisement were found to be the key independent variables influencing students' choice of TEI as decided and agreed by the respondents of this study. The results of this study will have direct benefits for the College and other stakeholders. The findings will assist the aspiring students and their parents make an informed decision regarding selection of TEI.

Recommendations

1. The College management should promote enrollment activities through public or mass media such as advertising in TV, radio, banners, notice boards, brochures, websites, Facebook, Instagram, twitter etc. TEI increasingly tend to benefit from media as a marketing tool to attract prospective students and current parents.

2. The College management should maintain the relationship with the alumni by inviting them to share their success stories in some events held by the College, the College will not only be able to build its reputation, but it will also be able to inform the potential students that the alumni of the College do well after they have graduated.

3. The College management should invite the well to do personalities to its activities like matriculation and convocation, so that they should be encouraged to sponsor the less privilege students by awarding them scholarship.

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