FACTORS AFFECTING STUDENTS' ENROLMENT IN CHRISTIAN INSTITUTIONS OF HIGHER LEARNING: A CASE OF KAREN CHRISTIAN COLLEGE

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A thesis presented to School of Business and Economics in partial fulfillment for the conferment of the degree of Master of Arts in Organizational Leadership of Africa International University

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DECLARATION

This thesis is my original work and has not been presented for a degree or any other award in any other University.

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DEDICATION

To my family for their prayers, understanding, encouragement and support during my time of study.

ACKNOWLEDGEMENT

The success of this work would not have been possible without the help of God who has given me good health to be able to do my work, my very able supervisors Prof. Beatrice Warue and Dr. Jane Muriithi for their guidance and encouragement that has enabled me come up with this thesis.

ABSTRACT

Institutions of learning like any other business exist to provide products or services to a foreseeable future. The study focused on students as the customer whom the leader depend on for continuity. Lack or reduction of customers means reduction in income that may lead to closure of business. The researcher's intention was to investigate factors affecting students' enrolment in Christian institutions of higher learning: a case of Karen Christian College. Specific objectives of this study were to find out how marketing strategy affects students' enrolment in Christian institutions of higher learning; to establish how resource allocation affects students' enrolment in Christian institutions of higher learning, to assess how leadership skills affects students' enrolment in Christian institutions of higher learning and to find out how organization's culture affects students' enrolment in Christian institutions of higher learning. The study was guided by Marketing mix theory, Scarcity theory, Skills theory and Social Culture System theory. The research adopted descriptive research design with a target population of 1114 students. Sampling was through stratified random sampling using coefficient of variation formulae, which gives a sample size of 137 students. The actual respondents were 120 out of the expected 137 respondents representing 87.6% of the total expected sample size. A pilot test was done to five people who were not part of the sample but of the same characteristics as the students at Karen Christian College to determine the reliability of the questionnaire. The collected data was analyzed using Statistical Package for Social Sciences (SPSS), correlation analysis, coefficient of determination, analysis of variance, multiple regression, to determine the relationship of the variables. The study found that marketing strategy, resource allocation, leadership skills and organizational culture represent 72.9% of factors affecting students' enrolment in Christian institutions of higher learning. In conclusion the study found all the four variables to be significant to Student enrolment in Christian institutions of higher learning. Marketing strategy and resource allocation are positively and statistically significant to students' enrolment in institutions of higher learning. Leadership skills are positively significant but not statically significant to students' enrolment in Christian institutions of higher learning. Lastly organizational culture is negatively significant but not statistically significant to students' enrolment in institutions of higher learning**.** To sum up, there is need for further study that will explore the external factors and expand on the respondents' base.

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ABBREVIATIONS AND ACRONYMS

KCSE-	Kenya Certificates of Secondary Education
KCC-	Karen Christian College
ECDE-	Early Childhood Development Education
ANOVA-	Analysis of variance
IERB-	Institutional Ethical Review Board
NACOSTI-	National Commission for Science, Technology and Innovation
SPSS-	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION

1.0 Overview of the Chapter

This chapter gives the background of the study, statement of the problem, general objectives, specific objectives, research hypothesis, justification of the study, significance of the study, scope of the study, assumptions, delimitations, limitations and definition of terms.

1.1 Background of the Study

Institutions of learning like any other business exist to provide products or services to a foreseeable future. According to Cespedes, (2014), the most important factor in the success of an organization are the customers. In institutions of learning, (Toolan, 2012) say that students are the customers and education the service that is sold. Kruse, (2013) places ensured organization's continuity as one of the leadership role. Leaders of these institutions as observed by Anderson & Lu, (2017) are therefore entrusted with the responsibility of ensuring that these organizations remain in business. To be able to provide these services leaders of such institutions should consider looking at enrolment of students as one of the way of ensuring continuity. Researches done all over the world proves that there is a continued need for higher education. Solutions, (2014), asserts this by looking at the population of high school graduate which keeps increasing each year. Going by the 2016 Kenya Certificate of Secondary Education (KCSE) result, majority of the students did not meet the university minimum qualification. The researcher has observed that in Kenya most job advertisements ask for post-secondary

education as minimum requirement with very few jobs take those with less qualification. This is enough proof that post-secondary education is marketable than a lesser qualification. This presents a good business opportunity to colleges and other institutions of higher learning.

There are a number of institutions of higher learning all over the world. In Kenya like other part of the world, institutions of higher learning keep coming up each day. Nganga, (2010) documents that the government is also upgrading polytechnics to create room for training facilities for students that graduate from secondary schools. This can be assumed to be an indicator of a need that should be satisfied. As this institutions come up (Cherry, 2017) comments, leaders of this institutions are tasked with the responsibility to keep them afloat. One of the ways to ensure continuity is by ensuring that students continue to enroll into these institutions. Some of the institutions grow fast in terms of student numbers and financial stability while others remain stagnant and at times wind up.

A research done by Matsolo, Ningpuanyeh, and Susuman, (2018a) associate the push and pull of enrolment to "changes in local, regional, national and international demography as well as change in the factors that influence the demand for higher education, including individual and societal perceptions of value of higher learning." The research suggests that peer pressure among the youth plays a role in driving the future enrolment. He also adds that "Student's enrolment is also affected by labour market demand for highly qualified personnel, parental education and socio-economic status, urbanization, immigration and international students". Layton, (2012) observed that it was predicted that in America by the year 2020 twenty million graduates are

anticipated to join the work force but this may not be possible due to high rate of school dropout. Stinnett, (2017), adds that student enrollment in postsecondary is not uniform. A research done in Pakistan by Mehboob, (2012), found that student's enrollment decision is affected by: Internal factors are aspects within a student that depends on personal aspirations skill and abilities. External factors are issues described by Cespedes, (2014) as those tied to the institution of which the person intends to enroll in. It include "program/courses offered, facilities, financial aid offerings by institute, communication channels like advertisement promotions and camps visit reputation of the institute, cost and fee structure". Social factors like friends, parents and teachers according to Mehboob, (2012), play a vital role in shaping student decision. Their good or bad word of mouth, right or wrong could make it very worthwhile for student's decision choice at the end.

Dadigamuwa & Senanayake, (2012), agrees with the research done in Pakistan and Canada and add that student's enrolment include availability of extra-curricular activities in the institution, flexibility in the course requirements, course entry requirements, location of the college, reputation of the college, and availability of family and friends support as significantly important factors when choosing an institution of enrolment. This might be as a result of parents being seen as the driving force in terms of availability of finances to fund their children in higher education. A study by Turner, (2017), revealed media as another strong source that influence students to make enrolment choice. This indicates that media has a major role in attracting students as it is the easiest medium through which they obtain college information. A research done by Nthii, (2014) in Tharaka Nithi and Meru counties concurred with other researchers who said that enrolment is affected by financial aid, school fee, and differentiation marketing strategies implemented by the institutions of higher learning.

It appears that researchers tend to agree that student enrolment is influenced by marketing, economic values and other people.

As students graduate from high school, they are faced with the dilemma of deciding on their future career paths. Five stages are suggested by Close (2012), as what students go through in their choice process. Among the decisions they have to make is whether to further their education or not. If they choose to continue depending on their performance, they also have a variety of institution to choose from to further their education. These decisions according to Rao, (2016) seem to be complex for the young minds. At this age many may have no idea of future education needs and benefits. Probably there may be factors that affect the final decision of what course to take and at which institution hence they may easily be influenced to enroll in a particular program and at a chosen college. Karen Christian College is one of the many alternatives that high school grandaunts can opt to choose as a place to further their studies. Identifying the factor affecting students' enrolment at Christian institutions of higher learning will be beneficial to Karen Christian College as it seeks to increase its student's population.

1.1.1 Profile of Karen Christian College

Karen Christian College according to the Colleges registration was formerly Karen Bible School. The college is a Christian Institution sponsored by Free Pentecostal Fellowship in Kenya. Its Philosophy is based in the Bible and Theological commitment of the Pentecostal Evangelical tradition. It was established in 1976 as Karen Bible School by the Scandinavian missionaries as a pastoral training for the sole purpose of training church ministers of Free Pentecostal fellowship in Kenya.

The Bible school served this purpose by offering three months short courses until 1989 when the need for a longer period of training was realized and the one year certificate training program was implemented. The rapid growth of education in Kenya leading to high literacy levels in the urban and the rural areas influenced the need for more advanced training for the clergy and in 1993 Karen Bible School introduced a three year Diploma program and its name changed to Karen Christian College. In 2008 the college incorporated Early Childhood Education, community development and Counseling Studies so as to serve the society holistically which is in line with the college's vision of providing excellent education and training based on Christian values to serve God and humanity.

1.2 **Statement of the Problem**

Every business exists to provide products and services to meet a specific need (Cespedes, 2014). This makes leaders of any business to focus on increasing its market share by growing the number of its customers. In institutions of higher learning, the focus is on the students' enrollment. More students in the college mean increase in income hence break even and sustainability of the institution. There is a positive correlation of the competitive strategies and student enrolment (Nthiiri, Gachambi, & Kathuni 2014).

A research done in Kenya by Nderitu, Minja, and Muriithi (2014) showed that Christian institutions enroll low number of students as a result of financial constrain that prevents innovation and creativity. This hinders their competiveness forcing them to struggle to remain afloat. Karen Christian College is one of the Christian institutions whose enrolment has been on decline. The admission records of 2016-2018 academic years indicate the number of enrolment to be stagnant and at times progressively reducing.

From the record, 2016 admission was 69 students, 2017, 78 students while 2018, 72 students. This is alarming given that the college has six intakes in a year and a capacity of hosting 400 students every session as per the college's registration license of 2005. This low students' enrolment may lead to the institution closing down for failure to sustain itself.

Most researches focus on universities as institutes of higher learning with little reference to students' enrolment in Christian institutions of higher learning specifically Karen Christian Colleges as an alternative institution of higher learning. This research therefore focuses on factors affecting students' enrolment in Christian institutions of higher learning a case of Karen Christian College. The study will specifically look at the effects of marketing strategy, resource allocation, leadership skills and organizational culture on students' enrolment.

1.3 General Objective

To investigate factors affecting students' enrolment in Christian institutions of higher learning.

1.4 Specific Objectives

i. To determine how marketing strategy affects students' enrollment in Christian institutions of higher learning.
ii. To establish how resources allocation affects students' enrollment in Christian institutions of higher learning.
iii. To assess how leadership skills affects students' enrollment in Christian institutions of higher learning.
iv. To find out how organization's culture affects students' enrollment in Christian institutions of higher learning.

1.5 Research Questions

i. How does marketing strategy affect students' enrollment in Christian institutions of higher learning?

ii. How does resource allocation affect students' enrollment in Christian institutions of higher learning?

iii. How does leadership skills affect students' enrollment in Christian institutions of higher learning?

iv. How does organization's culture affect students' enrollment in Christian institutions of higher learning?

1.6 Justification of the Study

Most research give reference to universities as institutes of higher learning. Little research if any gives reference to colleges as an alternative institute of higher learning. There is no evidence of a study done at Karen Christian College on factors affecting students' enrolment. The aim of the study therefore was to establish factors affecting students' enrolment in Christian institutions of higher learning: A case of Karen Christian College. Feedback was to form a base for improvement or change of strategy to enhance the level of Karen Christian College and other Christian institutions of higher learning (facing the same problem as Karen Christian College), services to its customers so as to have a competitive advantage over its competitors in the competitive and dynamic environment.

1.7 Significance of the Study

The findings of this research were meant to be beneficial to institutions of higher learning as they understand the factors affecting students' enrolment. This will enable them to evaluate and adjust accordingly their marketing strategy, resource allocation,

leadership skills and organizational culture as perceived factors affecting students' enrolment. The administration can use the same to improve on service delivery. The sponsors of the institutions will be able understand whether factors affecting students' enrolment is the causes of the decrease in number of students and work on these factors to make the institutions' marketable. The marketing department can use the findings to meet its targets. Finally the study will to enable the institutions' stake holders to collectively repackage it to make it more attractive.

1.8 Scope of the Study

The study was confined to factors affecting student's enrolment in Christian institutions of higher learning: A case of Karen Christian College. The target population was 1114 students and willing alumni of Karen Christian College.

1.9 Delimitations and Limitations of the Study

Due to time and financial constrain, this research was based only on students of Karen Christian College. The structured questioner did not give the respondents freedom to express their views. The study was limited to internal factors. Some respondents were not willing to fill the questioner.

1.10 Assumption

The researcher assumed that the respondents took time to honestly answer all the questions; and that she got the answers for the questions she was seeking to enable her make the right conclusion of the study.

1.11 Definition of Terms

Marketing strategy is an approach the institution can use to penetrate the market (Mullins & Orville, 2017).

Resource allocation are the human resources, finances and technologies attached to a department for its operation (Landau, 2017).

Leadership skills are abilities a leader should have to be able to influence others to meet a specific objective (Lussier & Achua, 2015).

Organizational Culture are believes, traditions, values that are acceptable to a specific organization (Karim, 2010).

Students' enrolment is the positive increase of customers (Matsolo, Ningpuanyeh, & Susuman, 2018b).

Institutions of higher learning is post-secondary education (Herbert, Marginson & Geist, 2016).

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

The researcher reviewed existing theories and concepts with a focus on marketing strategy, resource allocation, leadership skills, and organizational culture as the factors she perceives affect students' enrolment in Christian institutions of higher learning. Only theories that best describes the intended out-come was discussed. Reviewing the literature (Heever, 2015) argues "enables the researcher to be guided by previous research in the same area, the methods they used, problems they encountered and the suggestions they may have made for further research".

2.1 Theoretical Review

The theoretical literature review is described by Creswell, (2014), as "discussing theories that have been developed by other researchers in regards to the related area of study". This study was guided by a number of theories that are related to the variables that the researcher perceives to be the factors affecting students' enrolment in Christian institutions of higher learning.

2.1.1 Marketing Mix Theory

This theory according to Nolan, (2013) was developed by Neil who started using it in 1948. The theory suggests that "marketing is a plan to organize all marketing aspects around the habits, desires, and psychology of an identified target market". This revolve around the four marketing Ps as recorded by Mullins & Walker, (2017) namely: Product that accounts for the product's competitors, the design and features; Price of which

depending with the expected profit margin, can be adjusted to suit a particular market; Promotion that comprise of the kind of media to be used. Sifuna, (2012) "suggests that the four Ps should be tailored to meet the customer's needs". Marketing strategy is one of the perceived factors by the researcher that affects students' enrolment in Christian institutions of higher learning. These strategies are seen by Kamau, (2011), to be as numerous as the products and services. This is to say that "there is no one strategy that can work for every product in all situations". However some strategies based on the underlining theories have stood the test of time. The theory discussed above as presented by Kotler, Armstrong, Trifts, and Cunningham, (2013) was the researcher's guide to finding out the college's visibility, customer service and relevance of the course as points of study under marketing strategy.

2.1.2 Scarcity Theory

This is an economics theory which according to Momoh, (2010), was developed by Lionel Robbins in 1935. It states that there are limited resources at any given time of which (Shizgal, 2012), adds have alternative use. This in other words indicate that with the limited resources, only a limited number of products or services can be produced at any given time (Polke, 2015). This also depends on what the organization intends to achieve so as to know how best to trade off. Scarcity as indicated by Bernazzani, (2017), can be as a result of changes in the supply and demand of products. This theory of scarcity exists in organizations and for this research, Christian institutions of higher learning as well. At any one moment of time according to Focardi, (2018), the institution has a limited amount of human resource, finance, technology and other resources that affects the function of an organization. The limitation (Tummers, 2016), observed pushes leaders of these institutions to choose the best alternative use of these resources to the success of the organization. To create a successful and wealthy

organization, leaders need to focus their efforts on finding ways to get the most out of each of these resources. This theory was the researcher's guide in finding out the human resource, finance, technology and managerial skills as points under resource allocation.

2.1.3 Leadership Skills Theory

This theory was developed by Robert Katz in 1955. It states that leaders are made. That is leadership is learnt like any other skills. According to Northouse, (2012), effective leadership is based on technical, human and conceptual skills. In his view skills points to what the leader can accomplish as opposed to traits that shows who the leader is. Leadership as explained by Woliski, (2010) has several theories that have been used to explain the perception and the way people carry out leadership. The researcher looked at the skills theory as a guide for finding out if decision making, communication, and motivation subtopics under leadership skills as a factor affecting students' enrolment in institutions of higher learning.

2.1.4 Socio culture System Theory

This theory was developed in 1974 by Keesing. It suggests that social and culture is woven together. A research initiated by Cherry, (2018), identified nine dimensions of culture namely: "uncertainty avoidance, power distance, institutional collectivism, in-group collectivism and gender egalitarianism". Uncertainty avoidance is summed up by Colchester, (2018), as what makes culture more predictable by using law, rules and structures. Power distance is referred as the way cultures are stratified to create levels based on authority, power, material possession, prestige and status (Rutledge, 2011b). Institutional collectivism is the degree to which an institution is concerned about the well being of the whole society (Fiske, 2010). In-group collectivism refers to the extent to which people are committed to an organization or group. Gender egalitarianism (Suderman, 2014) equates this to the percentage to which people embrace gender

equity. Assertiveness refers to the degree to which culture encourages groups to be aggressive, confrontational, assertive and determined in social relationship. Prospect orientation refers to the extent to which individuals are involved in planning for the future (Rutledge, 2011a). Performance orientation refers to the extent to which an organization rewards a person for exemplary performance. Human orientation- it refers to the degree to which culture people are rewarded for being humane. According to Thomas, (2016) "organization culture is shared ways of thinking and behaviour." He also adds that "it is a set of values, beliefs, goals, norms and rituals that members of an organization share". The social cultural system theory guided the researcher to find out whether the organization's core value and organization's expectation affect enrolment of students in Christian institutions of higher learning as the subtopic under the organizational culture.

2.1.5 Theoretical Tramework

The theoretical framework is the configuration that supports a theory of a research. According to Anderson, Carter, and Ginsberg, (2011), theoretical framework introduces and explain theories that are relevant to the study. In this study the researcher has identified four theories that are relevant to the variables in the study which are: marketing mix theory that is connected to the marketing strategy variable, scarcity theory that is related to resource allocation variable, skills theory that is related to leadership skills variable and socio cultural theory that is related to organizational culture variable. The four theories were the researcher's guide in investigating factors affecting students' enrollment in Christian institutions of higher learning.

Figure 2.1: *Theoretical Framework*

Source (Author, 2019)

2.2. Empirical Literature Review

Empirical review deals with the relevant literature of the studies' variables. Rumrill, Bellini, and Bellini, (2017), explains that this review is characterized by the forming a concept based on existing literature. The review looked at the following variables: student enrolment as dependent variable and marketing mix, management skills, leadership skills and organizational culture as independent variables.

2.2.1 Marketing Strategy and Students' Enrolment

According to Kotler & Armstrong, (2010), "marketing strategy guides companies to design an integrated marketing mix made up of the 4P's (product, price, place and promotion)". Leaders should choose the best strategy and mix that works for the institution by participating in marketing scrutiny, planning, execution and control. A study by Mullins & Orville, (2017), elaborates the 4P's as: "Product which indicates the goods and services combination the company offers to the target market; Price which is the amount of money clients must pay in order to obtain the product; Place includes company activities that make the product available to target consumers; and

Promotion refers to activities that communicate the merits of the product and persuade target customers to buy it". For a marketing program to be effective the Four Ps should be blended into the program in co-operating a marketing mix element into an integrated marketing. Marketing as an organizational philosophy according to Kotler & Armstrong, (2010), requires an understanding that customer needs should come first and give direction to the development and marketing of products and services. Kamau, (2011), argues that Marketing as a strategy defines how an organization is to compete and survive in the marketplace. Competitive advantage is suggested by Fournier, Breazeale, and Fetscherin, (2012), to be obtained by a mixture of exclusive resources with a combination of a high degree of competence together with marketing executives have to plan the product mix that results in a blend of elements that make up the end result that is the "physical product, product services, brand and package desired by the target consumers".

Positioning according to Aaker, (2011) "is a competitive marketing tool that goes beyond image-making". This is an effort to differentiate an organization from its competitors, in order to be the most preferred firm for a certain market segment. It is establishing and maintaining a distinctive place and image in the market for product offerings so that the target market understands and appreciates what the organization stands for in relation to its competitor. A firm that positions itself favorably within a particular marketplace according to Kotler & Armstrong, (2010), compared to competitors, can earn high profits irrespective of average profitability within the market. Competition and profitability pressures mean that firms must be increasingly responsive to market considerations in terms of their positions.

Competitive strategy is described by Cespedes, (2014), as “the search for a favorable competitive position in an industry”. According to Rao, (2016), the growth or sustainability of a firm “depends on how it responds to competition”. Organizations, whether for profit or non profit, private or public, have found it necessary to engage in strategic thinking in order to achieve their goals. For a firm to sustain competitive advantage, it should look at how to compete, whom it is competing with, the basis of competition, whom it is competing against, and the ways to create barrier to competition. Aaker (2011) adds that “competition increases in institutions of higher learning both in public and private universities increasingly view students as clients and try to market their institution intensively”. Institutions of higher education possess all the characteristics of a service industry, which shows education as people based, and this emphasizes the importance of relationships with customers. Transformation of higher education from complete dependency on government funding to competitive market, (Rao, 2016) indicates that “universities have to compete for students in the recruitment markets”. In order to survive and to achieve a sustainable competitive advantage, Christian institution of higher education should use a marketing framework and should satisfy the need of their customers by adding value to their product to make them more attractive than competitor.

Convenience as reported by Lisowski, (2018), is responsible for driving the adult learner to seek out alternative modes of education. As a result, in addition to the distance/online market, the delivery methods of evening, weekend and modularized programs are increasing. Toolan (2012), suggest that “institutions that seek to respond to this group by offering convenience and decreased time may find that they become the industry standard”. Mixing and matching these various elements of the market offering into an appropriate integrated and unified whole (Kotleretal, 2012) say

"becomes the primary focus in developing a successful competitive position in the marketplace today".

According to Layton, (2012), poor dissemination of information and ignorance that is: - Ignorance about the school are key factor that influence student enrolment. The study revealed that some people living within the vicinity of the school and those living outside the vicinity of the school did not know: what exactly the school had to offer, how it benefits those who go through the school, and what curriculum was being offered. Lack of answers drives potential customer to look for alternative.

Consumers are satisfied or dissatisfied with a product or service after consuming it. A satisfied customer becomes the best marketer of the organization as s/he will talk well of the product to potential customers stimulating their interest in tasting the product/service. They too according to Wairagu, (2012), become loyal customers. Sometimes in the zeal to satisfy customer's wants and needs (Kotler & Armstrong, 2010) say "marketing concept is construed to mean that the customer is always right". However (Murray, 2018) looking at the same concept from a total management perspective suggests that "marketing concept also states that it is important to meet organizational goals as well as satisfy customer wants and needs: Satisfying customer needs and organizational goals may involve conflicts that sometimes cannot be resolved. In addition Kotler, 2010, argues that the organization that adopts the marketing concept will do everything in its power to meet the needs of its customers, but it must also make a profit. Sometimes the wants of the customers may include a low price in this case low school fee or features that are not attainable for the organization if it is to make a profit. Consequently (Barnes, 2014) states that the organization must hope for a compromise between what the consumer wants and what is practical for the

business to provide. This is when the marketing mix theory comes in handy. Arun, (2010), concludes that a good marketing mix and the alignment of services along with the college's goals will enable the institution to move forward.

The value of an institution of higher learning (Canada, 2011), observed can be measured by the private and public benefits it brings to the holder, his or her family, community, workplace and the country. Labour market trends according to Herbert, Marginson, and Geist, (2016), is a significant signal to students and parents about the value of a course to the economy. The condition perceptions of the value of a course and influence critical investment decisions among many partners in our society: students, their parents, educators, governments and employers. Career goal and employment prospects were seen by Matsolo et al., (2018b) as another concern that gives direction to enroll or not to enroll in the institution. While a course is of great value beyond the role those who do that course play in our labour force, it is nevertheless clear that students respond to labour-market signals. Students according to Das, Nita-Rotaru, and Kantarcioglu, (2013), generally gives adequate consideration to the extent to which education investments will benefit them personally, such as the prospect of earning a higher income, confronting fewer and shorter periods of unemployment, and the ability to pursue a desired career path.

2.2.2 Resource Allocation And Students' Enrolment

Leaders are the decision makers of what resources are needed, how to get the resources and how these resources can be distributed. The resources needed as explained by (Kurzawska, 2018), are "human resource, finance, managerial skills and technology". A combination of these resources is geared towards achieving the organization's objectives. Landau, (2017), observes that leadership success depends on how well the

available resources are acquired and distributed within the organization. Achieving the desired end require adequate resource allocation to ensure that the necessary materials that support each department of the institution is available. In his study, (Tummers, 2016) state that purposeful and productive allocation of the available resources to support equitable development of each department is a significant requirement of leadership in students' enrolment.

The success of any organization according to Sifuna, (2017) is the performance of the leader who is mandated to run the department, and motivated employees who work toward customer's satisfaction. Leadership is seen from the time of recruitment to induction to enable the new employee adapt to the new working environment. In institutions of higher learning, Toolan, (2012) adds that the teachers and subordinate staff play a significant role in determining the success of the institution. McGuire & SAGE, (2017), explains that when the staff is adequately taken care of in terms of development, favorable working environment and good remuneration, they are motivated to strive towards the desired ends without straining. This in return may result into positive performance levels. In addition leaders need to look at is staff development so as to be relevant to the changing needs of the customers. This is only possible when policies that take care of the staff are put in place (Swart, 2012).

Leadership performance is dependent on the available financial resources. Landau, (2017), argues that "linking resources allocation to performance provides elected leaders the necessary information to make evidence-based budgeting decisions". With adequate financial resources, the leaders can be able to allocate enough resources to the enrolment team. Tummers, (2016), observes that the "effectiveness of the leadership is determined by the extent to which it meets the specified objectives by achieving the planned outcome with minimum energy, labor and financial resources". It is the

responsibility of leaders to ensure that they align the organizational mission to the strategic activities and available resources to ensure the intended outcomes are achieved (Kurzawska, 2018). The efficiency of the leaders also entails proper utilization of the available financial resources within the organization to ensure that the intended goals are accomplished within the stipulated timeframes. Therefore, lack of adequate financial resources affects the ability of the leaders to perform their functions to the required or expected standards.

Comaford, (2016) quotes George R. Terry by looking at management as a process through which a manager can direct, guide and influence the behavior and work of others toward the accomplishment of specific goals in a given situation. Managers as team leaders are required to have the ability to plan, organize, direct, and control for the resources allocated to them for the benefit of the organization.

In today's world Resticcia, (2018) observes it is almost impossible to learn, or work without technology. In education, Lynch, (2017) adds sometimes takes the role of initiator in educating students. It enriches the educational experience by providing options that can accommodate students in their quest to learn. One of the most important thing according to Al-Hariri & Al-Hattami, (2017), that technologies has done for students learning are to increase accessibility. Proximity to any college is no longer a challenge. Having to work a full-time job during business hours and being unable to attend traditional classroom hours can still be a challenge, but is no longer an obstruction to improving your skills. Flody, (2015), gives some of the benefits accrued by using technology as a facilitator as: students have the freedom to choose their ideal medium to maximize on study time, students can easily get information about what they do not understand, and technology makes the student to be in charge of their own

education. Leaders that do not keep up with the fast moving technology (Purdue, 2015), suggests may be rendered absolute with the advancing learning system.

2.2.3 Leadership Skills and Students' Enrolment

Kruse (2013) defines leadership as the ability to influence others to seek defined goals passionately. According to Tummers, (2016), "it is the human factor which binds a group together enables them improve their performance and direct them towards goals". It is believed that an effective organization depends on the leaders. Sifuna, (2017) adds "the idea of effective leadership is also adopted in the world of education". The employees also perceived that there is a need of a leader who should not only have to lead people but also be effective. So, they need an effective leader who can lead people towards change and performance improvement.

Good leadership and strategies are the base upon which an organization can continue in operation to a foreseeable future. Northouse, (2012), shows that there are several models of leadership. For this study the concentration was on the skills approach to leadership as recorded by Northouse. This approach gives emphasis on the behaviour of the leader. It is illustrated by the use of Tannenbaum and Schmidt's model. Dudovskiy, (2013), presents two extreme of the model: one that centers on the boss which is characterized by high power distance and the other that centers on the Subordinates which is characterized by low power distance. According to Woliski, (2010), the two extremes gives birth to four distinct styles of leadership behaviour which are: -The leader tells: the leader makes all the decisions and expects his or her subordinates to follow them without questioning; The leader sells: the leader makes decisions then try to persuade subordinates to follow; The leader consults: the subordinates contributes to the decision; The leader joins: The leader sets parameters

of the problem to be resolved then the group makes decision through consensus, or majority vote. In strategic planning, Tummers, (2016), adds that "a leader's choice across the continuum depends on the situation that one faces". For example if subordinates take long to learn then the leader may use the autocratic style, while if the subordinates are able to learn decision making skills readily, a participative style can be used. The greater the skill difference, the more the autocratic leader approach, because it is difficult to bring subordinates up to the leader's expertise level. This is because each of this leadership styles mentioned has its strengths and weakness.

According to Osborne, (2015), decision making skill is the ability to choose the best option from many alternatives. Decision making in many organizations can be participative or not depending on the organizational structure and culture. The lower power centered the organization the more participative decision is made the opposite of this is also true. Johnston & Marshall, (2016), give the following levels of decision making in the organization: Corporate/Strategic level: this is the top most level in the organization decisions made at this level are strategic that takes futuristic characteristics. It is in form of policies, organizational objectives, resource allocation and other strategies that have to be to keep the organization afloat.

Business/Tactical level: this is the middle level of hierarchy. Functional/Operational level: this the level found at the bottom level of decision making hierarchy of the organization. `

Communication is defined by Tummers, (2016), as "the process of transmitting information between two or more people for understanding so as to get feedback". To him effective communication is a factor that is common to all leadership skills. As a leader this is one of the fundamental skills. Good communication enables a leader to

develop facilitation skills which prevents them from making common leadership mistakes.

Communication according to Northouse, (2012) like in decision making flows according to the organizational structure and culture. With this in mind communication can be classified as: Vertical - this is communication that flows upward where feedback is in form of grievances, suggestions, answering questions and reports; it is also downwards from supervisors to subordinates in form of briefing, explanations and instruction; Lateral/ horizontal - this happens between people of the same level. It can take the form of written letters, memos, committees, conferences and informal meetings; Informal (grape vine) - this flow of communication is not in the organizational chart. It carries informal information. It moves faster than the formal communication.

Innovation according to Lussier & Achua, (2015) is the ability to generate alternatives that may be useful in solving a problem with the aim to increase productivity. It can be viewed from two angles that is: it is a process bases on its characteristics of it is goal oriented, it follows a general pattern and it can be developed and improved; on the other hand it is people oriented because it is characterized by people being looked at as a resource that is used to generate solutions, the approach of the resource in solving a problem is unique and attitude among the resource differ in innovation. The following ways as given by Stone, Heen, and Patton, (2010), of looking at innovation: Discovery- finding something that existed but it has not been perceived e.g. the forces of gravity discovered by Isaac Newton; Invention- getting an idea from it creating something that never existed before e.g. the plane with the Wright brothers and Innovation - Improving

on an existing product or service, being able to commercialize an idea and seeing an idea into completion by turning it into a product or service.

According to Gibb, (2011), there are many theories that describe motivation. "Performance Motivation is relatively stable and is determined by the measure of two different approaches towards success". *Performance motivation = approach success/avoid failure*

Performance motivation, in other words the attitude towards success, (Comaford, 2016) suggests is determined "by the way we were raised, by our own experience, social surroundings, national culture and some other factors". Not only do all these factors influence our performance, they also influence our character as a whole and later the way we conduct ourselves". Motivation can be in a form of: Incentives which is where an individual or a team gets incentive from an activity; Achievement is a compel to pursue and achieve goals; Affiliation is a drive to relate to people on a social base; Competence is a strength to be good at something, allowing the individual; Power is the drive to influence people and change situations, Attitude is how people think and feel (about the future and react to the past) and Fear is instantaneous and gets the job done quickly" (Sifuna, 2017).

According to Dessoff, (2016) a leader gets things done through other people. To be able to achieve these, interpersonal skills is vital based on the leader's understanding of peoples' behaviour, group operation, how to communicate effectively with them, their intentions, attitudes and thoughts. The aim of this is to enable the team leader to effectively influence team members and groups to achieve the organizational objectives (Jisty, 2015). In addition self-awareness contributes to interpersonal skill (Eurish, 2018). Leaders who are self-aware are said to stand a better chance of aligning their

own ideas to other peoples' ideas which leads to the achievement of the organizational goals. Cherry (2017) concludes that leaders that have self-awareness are said to be more empathetic and sensitive to what motivates others and therefore creating an atmosphere of trust for their followers. Interpersonal skill is necessary all level of management as they lead in their area of specialization.

2.2.4 Organization's Culture and Students' Enrolment

Adam & Westlund (2013) observes that every institution has its own traditional beliefs, views and way of doing things that is shared to a greater population of an organization. This is what form organizational culture. This culture can be written down rules or perceived. It can also be seen as a tool to achieve the objectives of the organization.

According to Hameed, (2012) organizational culture is classified into two: Strong culture this is culture that is internally grounded and has great impact on all members this is seen to be positive and encourage performance which can be equated to students; enrolment. On the contrary weak culture is culture which is not internally grounded and has less impact on the greater population of the organization this to say it cannot attract customers. Rutledge, (2011) further looks at culture based on: Function culture- this is a culture that reduces risks by focusing on the decision making, individual role in the organization hierarchy and consistency. Thomas, (2016) breaks it to: Process driven culture - this is culture aims to get the confidence of customers by emphasizing on quality to satisfy their demands; Time based culture- this is a proactive culture that reduces cycle time and cost by developing new products and services to the market promptly; Network culture - this is found among essential organization that requires competencies in an organization to be complete.

Kreitner & Kinicki, (2014), recommended three views which boost organization performance which can also apply to students' enrolment. Strength perspective - it proves that there is a strong correlation between strong culture and performance; In other words strong culture brings motivation among employees. This motivation makes them to prioritize goals and create needed structure to improve performance. In institutions of learning, performance may be equated to increase in students' enrolment. Fit perspective which is a view that is based on the principle that culture of the organization must be in line with the perspective of strategy used to achieve the organization's specific goal which is increase in students' enrolment in institutions of learning and the adoptive perspective. This view rides on the assumption that effective culture will help an organization adjust and anticipate change in the environment. This is expected to improve performance.

Alvesson (2010) shows the reverse correlation between culture and performance in other word there is a reverse correlation between culture and students' enrolment. He asserts that it is high performance that leads to strong culture. That is to say successful accomplishment of an objective could make people think, value and belief in a particular way. This could give birth to organization's success and by extension contribute to performance.

2.2.7 Conceptual Framework

Conceptual framework gives a pictorial, road map of representation of the idea the researcher wish to establish. According to Amekudzi & Meyer, (2017), "it is a simplification of what could be a very complex process". The study's conceptual framework had four independent variables as follows: marketing strategy that had college visibility, customer service and relevance of the course as indicators; resource

allocation that had human resource, finance and technology as the indicators; leadership skills that had decision making, communication and motivation as indicators; and organizational culture that had organization's core value, organization's expectation and leadership/student relationship as the indicators. These independent variables were what the researcher perceived as what contributes to the dependent variable student enrolment that had competitive advantage, increase in student's population and student satisfaction as the indicators.

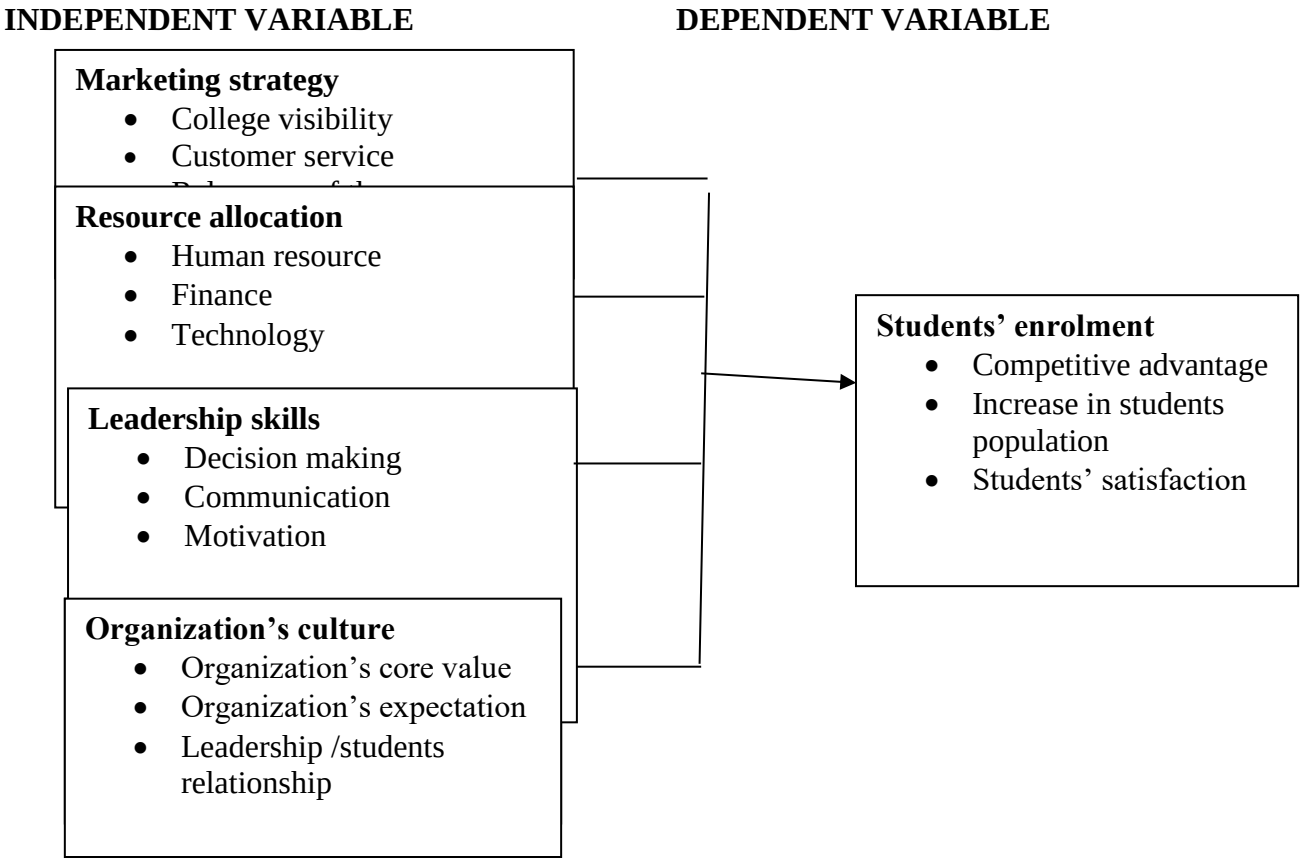

Figure 2.2: *Conceptual frame work*

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter covered the research methodology, research design, research population, sampling procedures, research instrument which included the research guide, research instrument, research instrument validation, ethical issues, data collection procedure and data analysis.

3.1 Research Design

According to Merriam, (2015) a research design "is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". For this study the researcher used a descriptive design. The study is descriptive because the researcher was trying to find out factors affecting students' enrolment in Christian institutions of higher learning.

3.2 Entry Procedure

The researcher obtained authorization from the university's Institutional Ethical Review Board (IERB), the graduate school, National Commission for Science, Technology and Innovation (NACOSTI), the regional director of Education and from the administration of Karen Christian College where the study was done. These authorities enabled the researcher get crucial information needed for the study.

3.3 Target Population

The target population for this study was continuing and willing 2014 to 2018 graduated students of Karen Christian College making a total of 1114 respondents that comprise of Bachelors in Bible and Theology, Diploma in Bible and Theology, Diploma in ECDE, Diploma in Counseling Studies, Certificate in Bible and Christian Ministries, Certificate in ECDE, and Certificate in Counseling studies as shown in the table 3.1.

Table 3.1: *Target population*

PROGRAM OF STUDY	NUMBER OF STUDENTS	PERCENTAGE
Bachelors in Bible and Theology	40	3.6%
Diploma in Bible and Theology	240	21.5%
Diploma in ECDE	160	14.4%
Diploma in Counseling Studies	10	1%
Certificate in Bible and Christian Ministries	270	24.2%
Certificate in ECDE	368	33%
Certificate in Counseling studies	26	2.3%
Total	1114	100%

Source (Karen Christian College 2018 admission record)

The population table is a representation of the total target population to be studied. The population has been stratified into different programs of study.

3.4 Sampling

Stratified sampling was used. This method was used because the population from which a sample was drawn did not constitute a homogenous group (Creswell, 2014). The target population was stratified according to their programme, and a sample from each stratum taken using the Coefficient of Variation formula.

Kothari & Garg, (2018) gives the following formula of getting a sample size using Coefficient of Variation $n = \frac{NC^2}{C^2 + (N-1)e^2}$

Where n = Sample size, N = Population size, C = Coefficient of Variation (which is ≤ 30%), e = margin of error (which is fixed between 2-5%). The study sample size will be calculated at 25% coefficient of variation and 2% margin error of 2%.If N=1114, e =2% and C =25%, then

$$n = \frac{1114\ (0.25^2)}{(0.25^2) + (1114-1)(0.02)^2}$$
$$= 137$$

The researcher decided to apply the above formula in order to minimize the margin of error where the sample size therefore was 137 respondents, being the representaton 12% of the total reseach population.

Table 3.2: *Sample size*

PROGRAM OF STUDY	TARGET POPULATION	NUMBER OF STUDENTS	PERCENTAGE
Bachelors in Bible and Theology	40	5	3.6%
Diploma in Bible and Theology	240	30	21.9%
Diploma in ECDE	160	20	14.6%
Diploma in Counseling Studies	10	1	0.7%
Certificate in Bible and Christian Ministries	270	33	24.1%
Certificate in ECDE	368	45	32.8%
Certificate in Counseling studies	26	3	2.2%
Total	1114	137	100%

3.5 Research Instrument

Kabiru, (2009), suggests that the researcher decides the target population and the best tool to use to collect data. The questionnaire was preferred for this study because it is easy to administer, analyze and economical. The questionnaire comprised of closed

ended questions and likert statements. The main research instrument was questionnaire which was administered to all available sample size and on e-mail.

3.6 Research Instrument Validation

To validate the instrument, the researcher gave the questioner to the supervisor to check the questions. A pilot test was done where five people who were not part of the sample but of the same characteristics as the students in the Karen Christian College were given questioners to fill before the actual data collection. The questioner was further subjected to Statistical Package for Social Sciences reliability test.

3.7 Reliability Test

The study used the Cronbach's α to measure the internal consistency, of how closely related variables in this study are to each other. The thumb rules provided by (Tavakol & Dennick, 2011) shows that "_ >.9 – Excellent, _ >.8 – Good, _ >.7 – Acceptable, _ >.*6* – Questionable, _ >.5–Poor and _ <.5–Unacceptable"and above indicates reliable result.

Table 3.3: *Reliability test*

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.804	.970	5

The reliability test according to table 3.3 Cronbach alpha is .804 into percentage is 80.4% implicating good results.

3.7 Data Collection Procedure

This study used the Questionnaire to collect data by the researcher personally administering the questionnaire to the respondents and through e-mail for the targeted

respondents that were beyond the researcher's reach. The researcher interpreted the answers and analyzed with accurate information to the enclosed questions. The types of questions included in the questionnaire revolved around the formulated research sub-questions that build up from the major research problem. The researcher found this method to be less expensive and offered great anonymity.

3.8 Data Analysis

The collected data was analyzed using Statistical Package for Social Sciences (SPSS), correlation analysis, analysis of variance, coefficient of determination, multiple regression, to determine the relationship of the variables. It was later classified and tabulated statistically by use of percentages tables, and graph. The study used multivariate regression analysis to establish relationship between the independent variables and the dependent variable by use of the following regression model:

$Y= \beta_0+ \beta_1 X_1 + \beta_2 X_2 + \ldots\ldots\ldots \beta_n X_n+ \epsilon$ Where;

Y = Student enrolment (Dependent Variable)

$X_1 – X_4$ – Independent Variables

X_1 = marketing strategy

X_2 = management skills

X_3 = leadership skills

X_4 = organizational culture

B_0 = Co-efficient of the model

$B_1– \beta_4$ = Beta Co-efficient of Determination

ϵ = Stochastic Error Term

3.9 Ethical Issues

The researcher obtained permission from relevant authorities to get authorization to carry out the study before beginning data collection process. This included getting approval from EIRB, attaining clearance and an introduction letter from the graduate school to NACOSTI, clearance certificate from NACOSTI, clearance from the regional director of Nairobi County and an authorizing letter to collect data from Karen Christian College Administration. All approvals showed the necessary basics of the study, and this was used to explain the purpose of the study to the respondents. At the beginning of the questionnaire, the researcher introduced herself and gave reasons why she was doing the research. She asked for the participants consent to answerer the questionnaire. The participants were free to answer or not to answer the questionnaire. All information given was treated with confidentiality. To avoid any victimization the respondents were asked not to fill their names on the questioner. They were referred to as respondent 1, 2 and 3… for each proposed category.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This section gives both the descriptive and statistical analysis of actual data collected.

4.1Descriptive Statistics

4.1.1 Response Rate

The actual respondents were 120 out of the expected 137 respondents representing 87.6% of the total expected sample as shown in figure 1.1.

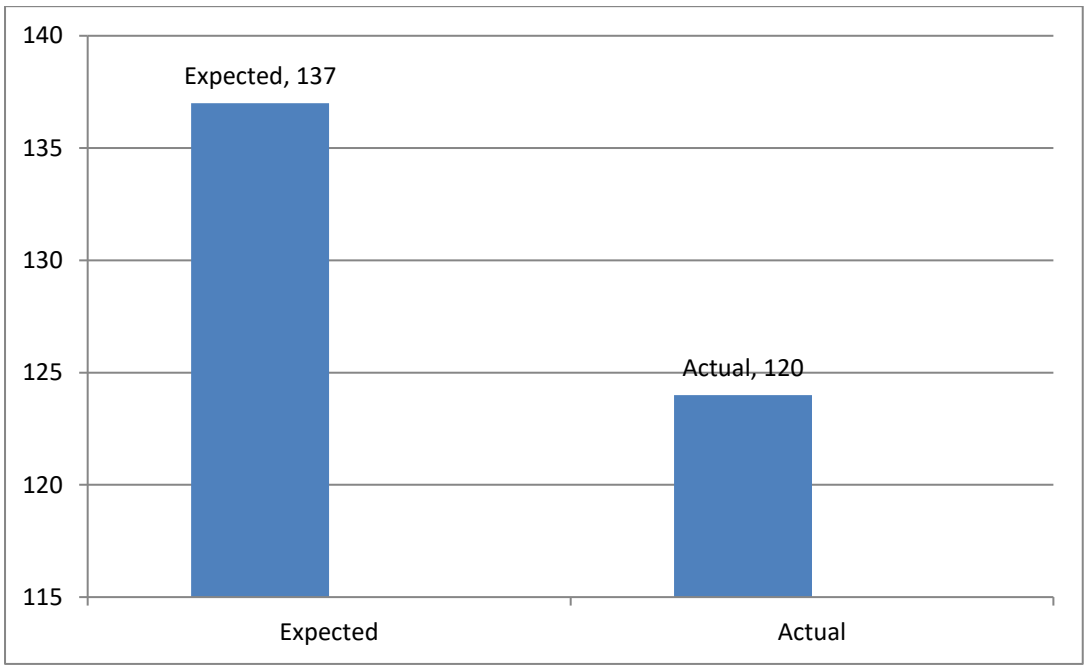

Figure 4.1: Response rate

4.1.2 Response Category

The respondents were represented by 3.3% of those taking bachelors degree in Bible and Theology, 21.7% of those taking diploma in Bible and Theology, 15% of those

taking diploma in ECDE, 0.8% of those taking diploma in Counseling studies, 25% of those taking certificate in Bible and Christian ministries, 31.7% of those taking certificate in ECDE and 2.5% of those taking certificate in Counseling studies as summarized in table 4.1.

Table 4.1: *Response category*

Programme of study	Actual frequency	Percentage
Bachelors in Bible and Theology	4	3.3%
Diploma in Bible and Theology	26	21.7%
Diploma in ECDE	18	15%
Diploma in Counseling Studies	1	0.8%
Certificate in Bible and Christian Ministries	30	25%
Certificate in ECDE	38	31.7%
Certificate in Counseling studies	3	2.5%
Total	120	100%

4.2 Students' Enrolment

Students' enrolment is a dependent variable with three indicators that the researcher used to measure: competitive advantage, increase in students' population and students' satisfaction. The responses are summarized in table 4.2

Table 4.2: Students' enrolment

Value	1 Strongly Disagree	2 Not sure	3 Agree	4 dis agree	5 Strongly agree
I chose to come to this college because it was highly recommended to me	0 0%	43 35.8%	0 0%	41 34.2%	36 30%
The recruitment department is doing its best to enroll more students	19 15.8%	6 5%	0 0%	46 38.3%	49 40.8%
I am satisfied with the process of enrolling students	0 0%	6 5%	6 5%	64 53.3%	44 36.7%
The orientation helped me to easily adjust to the environment	10 8.3%	29 24.2%	20 16.7%	8 6.7%	53 44.2

4.3 Marketing Strategy And Students' Enrolment

Marketing strategy is the first independent variable that has three indicators: college visibility, customer service and relevance of the course that seeks to answer the question "Does marketing strategy affect students' enrolment in Christian institutions of higher learning?" The responses are summarized in table 4.3.

Table 4.3: Marketing strategy

Value	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree
The marketing department has done enough to make the college known	32 26.7%	43 35.8%	30 25%	15 12.5%	0 0%
I am satisfied with the service I get from the college	10 8.3%	20 16.7%	41 34.2%	46 38.3%	3 2.5%
I feel that the course I am taking is equipping me for the outside market	0 0%	14 11.7%	37 30.8%	59 49.2%	10 8.3%
As a student I feel I get value for my Money	0 0%	0 0%	12 10%	67 55.8%	41 34.2
The programme in which i was enrolled is meeting my expectation	0 0%	0 0%	0 0%	69 57.5%	51 42.5%
I can refer potential students to this college	12 10%	35 29.2%	0 0%	43 35.8%	30 25%

4.4 Resource Allocation And Students' Enrolment

Resource allocation is the second independent variable that has: Human resource, Finance and Technology indicators that seeks to answer the question "How does resource allocation affect students' enrolment in Christian institutions of higher learning?" The responses are summarized in table 4.4.

Table 4.4: Resource allocation

Value	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree
I feel that the number of staff is enough to provide the services I need	6 5%	31 25.8%	13 10.8%	58 48.3%	12 …….10%
The school fees charged is fair compared to other related colleges	0 0%	12 9.7 %	6 4.8 %	83 70.2%	19 15.3 %
The available technology is sufficient to enable me do my studies	12 10%	12 10%	19 15.8 %	46 38.3%	31 25.8%
The computer lab is sufficient to enable me do my duties	12 10%	17 14.2%	19 15.3%	42 35%	30 25%
I am satisfied with the way staff perform their duties	0 0%	6 5%	0 0%	73 60.8%	41 34.2%
Management ensures that I get value for my money	0 0%	23 19.2%	12 10%	55 45.8%	30 25%

4.5 Leadership Skills And Students' Enrolment

Leadership skills is the third independent variable that has: Decision making, Communication, and Motivation indicators that seeks to answer the question "How does leadership skills affect students' enrolment in Christian institutions of higher learning?" The responses are summarized in table 4.5.

Table 4.5: Leadership skills

Value	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree
Students' views And feedback is adequately represented in decision making of the college	0 0%	6 5 %	25 20.8%	64 53.3%	25 20.8%
Students' issues are addressed promptly by the college	6 5%	0 0%	30 25%	61 50.8%	23 19.2%
There is timely flow of communication between the students' and the colleges' leadership	13 10.8%	31 25.8%	6 5%	62 51.7%	8 6.7%
Students that are exemplary are recognized by the college's leadership	6 5%	0 0%	35 39.2%,	56 46.7%	23 19.2%.
Students are allowed and encouraged to explore their talents	12 10%	6 5%	30 25%	42 35%	30 25%
Students are adequately represented in the college's leadership	0 0%	6 5%	23 19.2%	79 65.8%	12 10%

4.6 Organizations' Culture and Students' Enrolment

Organizations' culture is the fourth independent variable that has: Organization's core value, Organization's expectation and Leadership/students relationship indicators that seek to answer the question "How does organizations' culture affect students' enrolment in Christian institutions of higher learning?" The responses are summarized in table 4.6.

Table 4.6: *Organizational culture*

Value	1 Strongly disagree	2 Disagree	3 Not sure	4 Agree	5 Strongly agree
I understand the College's core values	6 4.8%	0 0%	6 4.8%	83 70.2%	25 20.2%
The core values are in line with my needs	6 4.8%	21 15.3%	8 4.8%	54 50%	30 25%
As a customer, I feel I am valued	0 0%	13 10.5%	12 9.7%	58 50%	37 29.8%
The environment is conducive for learning	0 0%	7 5.8%	0 0%	72 60%	41 34.2
I understand the College's rules	0 0%	5 4.1%	20 16.7	56 46.7%	39 32.5%
Students are given all the support needed during their time in college	0 0%	9 7.5%	4 3.3%	60 50%	47 39.2%

4.7 Statistical Inference

4.8 Correlation Matrix

Table 4.7: *Correlation* Matrix

Correlations

		Marketing Strategy	Resource Allocation	Leadership Skills	Organizational Culture	Students' Enrolment
Marketing Strategy	Pearson Correlation	1				.
	Sig. (2-tailed)					
	N	120				
Resource Allocation	Pearson Correlation	.162	1			
	Sig. (2-tailed)	.077				
	N	120	120			
Leadership Skills	Pearson Correlation	.099	.211*	1		
	Sig. (2-tailed)	.282	.021			
	N	120	120	120		
Organizational Culture	Pearson Correlation	.324	.691**	.453**	1	
	Sig. (2-tailed)	.028	.000	.002		
	N	120	120	120	120	
Students' Enrolment	Pearson Correlation	.367**	.330**	.216*	.593**	1
	Sig. (2-tailed)	.000	.000	.018	.000	
	N	120	120	120	120	120

*. Correlation is significant at the 0.05 level (2-tailed).

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

Correlation matrix indicates the strength of association between two variables and the direction of the relationship. The relationship from table 4.7 indicates that there is a significant and positive relationship between students' enrolment and marketing strategy as p (0.000) less than 0.05 and r (0.367). This means that marketing strategy positively affects students' enrolment. Further there is an indication that there is a significant and weak positive relationship between students' enrolment and resource

allocation as p (0.000) and r (0.330). This implies that resource allocation positively affects students' enrolment. Additionally, the tables indicate there is a significant and weak positive relationship between students' enrolment and leadership skills as p (0.000) and r (0.216). This also shows that leadership skills positively affect students' enrolment. The table further indicates that there is a positive relationship between students' enrolment and organizational culture as p (0.018) and r (0.593). This indicated that organizational culture positively affects students' enrolment. In conclusion the study confirms that marketing strategy, resource allocation, leadership skills and organizational culture are factors affecting students' enrolment in institutions of higher learning.

4.9 Bivariate Analysis

The bivariate analysis shows the relationship of each independent variable to the dependent variable. It indicates how each of the four -independent variables relates to the dependent variable.

4.9.1 Bivariate Analysis for Students' Enrolment and Marketing Strategy

Table 4.8: *Bivariate Analysis for Students' enrolment and Marketing Strategy*

Bivariate[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.406	1.575		8.511	.000
	Marketing Strategy	.276	.064	.367	4.281	.000

a. Dependent Variable: Students' enrolment

The table 4.8 indicates that there is a positive and significant relationship between Students' enrolment and Marketing strategy since (P- value) =0.000 which is less than the (p-value) = 0.05. When the College increases its marketing strategy, there will be

an increase in students' enrolment by 0.276 to the constant students' enrolment of 13.406.

This agrees with (Mehboob, 2012) (Layton, 2012) and (Nthiiri, Gachambi, & Kathuni, 2014) that found marketing to be one of the major factors that influence students' choice of institution of higher learning. Kamau (2011), argues that Marketing as a strategy defines how an organization is to compete and survive in the marketplace. Fournier, Breazeale, & Fetscherin, (2012), found competitive advantage to be obtained by a mixture of exclusive resources with a combination of a high degree of competence together with marketing executives have to plan the product mix that results in a blend of elements that make up the end result that is the "physical product, product services, brand and package desired by the target consumers".

Aaker, (2011) and Kotler & Armstrong, (2010), agrees by indicating positioning as a marketing strategy if used favorably will not only make the organization competitive in its visibility but will come with additional profit which is the reason why business exit. (Layton, 2012), on the other hand agrees by connecting marketing strategy to good dissemination of information. Meaning customers can only choose a product or service they have information about it. Marketing as an organizational philosophy according to (Kotler & Armstrong, 2010), requires an understanding that customer needs should come first and give direction to the development and marketing of products and services. This shows that students like any other customer will choose a college where they feel that their needs are being met.

4.9.2 Bivariate Analysis for Students' Enrolment and Resource Allocation

Table 4.9: *Bivariate Analysis for Students' enrolment and Resource Allocation*

Bivariate[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	13.189	1.782		7.402	.000
	Resource Allocation	.298	.078	.330	3.801	.000

a. Dependent Variable: Students' enrolment

The table 4.9 reveals that there is a positive and significant relationship between Students' enrolment and Resource allocation. Since (P- value) =0.000 which is less than the (p-value) = 0.05. When the College increases resource allocation there will be an increase in students' enrolment by 0.298 to the constant students' enrolment of 13.189.

The study affirms (Matsolo, Ningpuanyeh, & Susuman, 2018) and (Issa Marcus, 2016) findings that associated resource allocation especially financial allocation that is tied to financial aid with student enrolment. Landau (2017) adds that leadership success depends with how well the available resources are acquired and distributed within the organization. Tummers (2016) on the others hand observed that purposeful and productive allocation of the available resources to support equitable development of each department is a significant requirement of leadership in students' enrolment.

Sifuna, (2017) found a correlation between organizations success and performance of the leader who is mandated to run the department, and motivated employees who work toward customer's satisfaction. In institutions of higher learning, (Toolan, 2012) adds the teachers and subordinate staff play a significant role in determining the success of

the institution. Landau (2017) found that when resources allocation is linked to performance it provides leaders the necessary information to make evidence based budgeting decisions. (Tummers, 2016), observes that the "effectiveness of the leadership is determined by the extent to which it meets the specified objectives by achieving the planned outcome with minimum energy, labor and financial resources". It is the responsibility of leaders to ensure that they align the organizational mission to the strategic activities and available resources to ensure the intended outcomes are achieved (Kurzawska, 2018). The efficiency of the leaders also entails proper utilization of the available financial resources within the organization to ensure that the intended goals are accomplished within the stipulated timeframes. Therefore, lack of adequate financial resources affects the ability of the leaders to perform their functions to the required or expected standards.

In today world (Resticcia, 2018) observes it is almost impossible to learn, or work without technology. All the researchers agree that resource allocation is significant to the performance of the organization therefore for there to be performance in terms of increase in students' enrolment, resource allocation has to be increase.

4.9.3 Bivariate Analysis for Student Enrolment and Leadership Skills

Table 4.10: *Bivariate Analysis for Students' enrolment and Leadership Skills*

Bivariates[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	15.034	1.933		7.777	.000
	Leadership Skills	.263	.109	.216	2.406	.018

a. Dependent Variable: Students' enrolment

Table 4.10 indicates that there is a positive and significant relationship between Students' enrolment and Leadership skills since (P- value) =0.000 which is less than the (p-value) = 0.05. When the College increases leadership skills, there will be an increase of students' enrolment by 0.263 to the constant students' enrolment of 15.034. The study agrees with (Tunner, 2016) associated organization's effectiveness to leadership. Sifuna (2017) observed that in the world of education, leadership should be seen from time of recruitment to induction to enable new students adapt to the new environment. In addition Eurich, (2018) and Cherry (2017) found Leaders who are self-aware to stand a better chance of aligning their own ideas to other peoples' ideas which leads to the achievement of the organizational goals and are said to be more empathetic and sensitive to what motivates others and therefore creating an atmosphere of trust for their followers. Comaford (2016) agrees by concluding that leaders are required to have the ability to plan, organize, direct, and control for the resources allocated to them for the benefit of the organization.

4.9.4 Bivariate Analysis for Students' Enrolment and Organizational Culture

Table 4.11: *Bivariate Analysis for Students' enrolment and Organizational Culture*

Bivariate[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-3.766	3.511		-1.073	.289
	Organizational culture	.856	.175	.593	4.886	.000

a. Dependent Variable: Students' enrolment

The table 4.11 indicates that there is a positive and significant relationship between Students enrolment and Organizational culture since (P- value) = 0.000 which is less than the (p-value) = 0.05. When the College increases organizational culture, there will be an increase in students' enrolment by 0.856 to the constant students' enrolment of -3.766.

The study disagrees with (Tsai, 2011) who give two contradicting views stating that "while culture may lead to increase in customers, the same culture may also cause customers to decrease". Adam & Westlund (2013) observes that every institution has its own traditional beliefs, views and way of doing things that is shared to a greater population of an organization. Alvesson (2010) shows the reverse correlation between culture and performance. He asserts that it is high performance that leads to strong culture. All the researchers agree that culture is present in all organization but it may work for or against the organization.

4.10 Coefficient of Determination

Table 4.12: *Coefficient of determination*

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.854[a]	.729	.709	1.57550

a. Predictors: (Constant), Marketing Strategy, Resource Allocation, Leadership Skill, Organizational culture.

The table 4.12 shows that R^2 (R squared) which is the Coefficient of determination to the dependent variable which is the student enrolment, is influenced by the corresponding independent variables that comprises of Organizational culture, Leadership Skill, Marketing Strategy and Resource Allocation. The adjusted R^2 reveals that 0.729 (72.9%) of the factors affecting students' enrolment has been captured by

this study while 0.271 (27.1%) other factors affecting students' enrolment has not been captured in this study.

4.11 Multiple Regression Coefficients Analysis

Multiple regression analysis is statistical processes for assessing the relationships between variables. It concentrates on the association between a dependent variable and one or more independent variables. The regression analysis is instrumental in understanding how the typical value of the dependent variable changes when any one of the independent variables is varied, while the rest of the independent variables are held constant.

Table 4.13: *Multiple Regression Analysis*

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.200	.099		.182	.856
Marketing Strategy	.219	.192	.533	1.323	.000
Resource Allocation	.538	.070	.850	7.704	.000
Leadership Skills	.077	.081	.090	.950	.347
Organizational culture	-.049	.053	-.091	-932	.357

a. Dependent Variable: Students' enrolment

The regression equation is:

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 \ldots \epsilon$ Where;

Where:

Y=Students' enrolment (Dependent variable)

X_1=Marketing Strategy

X_2= Resource Allocation

X_3= Leadership Skills

X_4= Organizational Culture

Then:

Students' enrolment =0.200 + 0.219x_1+0.538x_2- 0.077x_3 -0.049x_4……. + ϵ

The regression model on table 4.13 shows that, when all the factors are held constant, students' enrolment is at 0.200. When there is an increase in marketing strategy while the other factors remain constant, there would be an increase in students' enrolment by

0.219. When all factors are held constant and there is an increase in resources allocation there would be an increase in students' enrolment by 0.538. When all factors are held constant and there is an increase in leadership skills there would be an increase in students' enrolment by 0.077. Lastly when all factors are held constant and there is increase in organizational culture there would be a decrease in students' enrolment by -0.049.

The regression coefficient table further indicates that there is positive and statistically significant relationship between marketing strategy and students' enrolment at Karen Christian College, since the p- value is .000 which is less than 0.05. There is positive and statistically significant relationship between resource allocation and students' enrolment, since the p- value is .000 which is less than 0.05. The results further indicate that there is a positive with no statistically significant relationship between leadership skills and students' enrolment, since the p- value is 0.347 which is more than 0.05. Lastly there is negative and no significant statistical relationship between organizational culture and students' enrolment, since the p- value is 0.357 which is more than 0.05.

4.12 Analysis of Variance (ANOVA)

Table 4.14: *Analysis of variance*

Analysis of variance[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3300.872	4	1100.291	38.089	.000[b]
	Residual	3350.920	115	28.887		
	Total	6651.792	119			

a. Dependent Variable: Student Enrolment

b. Predictors: (Constant), Marketing strategy, Resource allocation, Leadership skills, Organizational culture.

The researcher sought to investigate the disparity in independent variables to establish the outcome in the study as well as their effect on student enrolment at Karen Christian College. The table 4.8 indicates that the value of (F= 38.089, P < .05) as the F critical, is calculated at (df =4,115). With sig (p-value) =000[b] which is less than 0.05 which reveals that the overall regression is significant.

CHAPTER 5

SUMMARY OF THE FINDINGS CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter covers the summary of findings, the conclusions and finally, recommendation of the study.

5.1 Summary of Findings

5.1.1 Factors Affecting Students' Enrolment

The main objective of study was to investigate factors affecting students' enrolment in Christian institutions of higher learning. The study found that Marketing strategy, Resource allocation, Leadership skills and Organizational culture are factors that significantly affect students' enrolment in Christian Institutions of higher learning. The calculated F critical confirmed the overall regression was significant. The findings revealed that there were other factors not captured by the study that affect students' enrolment in Christian institutions of higher learning.

5.1.2 Marketing Strategy And Students' Enrolment

To determine how Marketing strategy affects students' enrollment in Christian institutions of higher learning, the study found marketing strategy to be positively and statistically significant to students' enrolment in Christian institutions of higher learning. Which means: when the College increase marketing strategy, there will be a positive increase in students' enrolment.

5.1.3 Resource Allocation and Student' Enrolment

To establish how Resources allocation affects students' enrollment in Christian institutions of higher learning, the study found resource allocation to be positively and statistically significant to students' enrolment in Christian institutions of higher learning. According to the findings when the College increases resource allocation, there will be a positive increase in students' enrolment.

5.1.4 Leadership Skills and Students' Enrolment

To assess how Leadership skills affects students' enrollment in Christian institutions of higher learning, the study found, Leadership skills though positively significant, it is not statistically significant to students' enrolment in Christian institutions of higher learning. Meaning increase in leadership skills will have minimal or no change in students' enrolment.

5.1.5 Organizational Culture And Students' Enrolment

Finally**,** to find out how Organization's culture affects students' enrollment in Christian institutions of higher learning, organizational culture was found to be negatively significant but not statistically significant to students' enrolment in Christian institutions of higher learning. This means when organizational culture is increased, there may be negative or no change in students' enrolment.

5.2 Conclusion

5.2.1 Marketing Strategy And Students' Enrolment

To respond to how does marketing strategy affect students' enrolment in Christian institutions of higher learning, the study found marketing strategy to be statistically significant and positively affect students' enrolment in Christian institutions of higher learning. The study found that, though the course they were taking was equipping

students for the outside world; they felt that the marketing department was not doing enough to make the college visible. The service delivery was not to the customer's satisfaction. In general**,** the college should do more on the marketing strategy so as to increase the number of students.

5.2.2 Resource Allocation and Students' Enrolment

To respond to how does resource allocation affect students' enrolment in Christian institutions of higher learning, the study found Resource allocation to be statistically significant and positively affect students' enrolment in Christian institutions of higher learning. The currents human resource was not sufficient to provide services to the customer's satisfaction. Fees was found to be fair than other colleges but this was not sufficient to enable the college fund technology and increase human resource. This reduces the competiveness of the college. The college should increase the resource allocation to make it competitive so as to attract students.

5.2.3 Leadership Skills And Students' Enrolment

To respond to how does leadership skills affect students' enrolment in Christian institutions of higher learning, the study found that there is positive but no statistically significant relationship between students' enrolment and leadership skills. The students felt that the college's leadership was good at decision making, communication and motivation. This implies that leadership skill is important in the process of students' enrolment, but since students can only know if the leaders have leadership skills is when they have been enrolled to the college increase in leadership skills may not have any significant impact to students enrolment in institutions of higher learning.

5.2.4 Organizational Culture And Students' Enrolment

Finally to respond to how does organizational culture affect students' enrolment in institutions of higher learning, the study found organizational culture has a negative relationship and is statistically insignificant to students' enrolment in Christian institutions of higher learning. The students understood the college's core values, its expectation and were ok with the relationship between leadership and students. The negative correlation can be linked to the fact that students get to know of the college's culture when they have already enrolled. This makes organizational culture to have minimal impact if any in students' enrolment. Therefore increasing the culture will lead to no change or a negative effect to students' enrolment.

5.3 Recommendation

As the study has revealed, more should be done on marketing strategy and resource allocation to increase students' enrollment. This can be done through making the college visible, introducing more marketable courses, and considering partnerships to improve enrolment. More resources especially financial should be increased to cater for scholarship. The college should be accredited to make the College attractive. Finally this study focused only on the internal factors affecting students' enrolment and the focus was on students as respondents. There is need for further study that will explore the external factors and expand the respondent base.

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APPENDIX I: RESEARCH QUESTIONS

Hallo I am Dinah Elegwa. Thank you for taking time to answer these questions. This study is part of fulfilling requirement of masters' degree in organizational leadership. All the information given will be treated with confidentiality and will highly be appreciated.

Section A: Demographic

Kindly mark/tick in the appropriate box

Which of the following best describes your programme of study?

Bachelors in Bible and Theology ( )
Diploma in Bible and Theology ( )
Diploma in ECDE ( )
Diploma in Counseling Studies ( )
Certificate in Bible and Christian Ministries ( )
Certificate in ECDE ( )
Certificate in Counseling studies ( )

SECTION B:

This section will explore your views and perception regarding the effect of leadership on students' enrolment.

To what extend do you agree with each of the following statements? Please indicate your answer using the following 5 point scale where:

1 = Strongly Disagree 2 = Disagree

3 = Not sure 4 = Agree

5 = Strongly Agree

	STUDENTS' ENROLMENT	1	2	3	4	5
1.	I chose to come to this college because it was highly recommended to me					
2.	The recruitment department is doing its best to enroll more students					
3.	I am satisfied with the process of enrolling students					
4.	The orientation helped me to easily adjust to the environment					
5.	Given a chance, I would change the enrolment process					

	MARKETING STRATEGY AND STUDENTS' ENROLMENT	1	2	3	4	5
6.	The marketing department has done enough to make the college known					
7.	I am satisfied with the service I get from the college					
8.	I feel that the course I am taking is equipping me for the outside market					
9.	As a customer I feel I get value for my money					
10.	The programme in which i was enrolled is meeting my expectation					
11.	I can refer potential students to this college					
	RESOURCE ALLOCATION AND STUDENTS' ENROLMENT	1	2	3	4	5
12.	I feel the number of staff is enough to provide the services I need					
13.	The school fees charged is fair compared to other related colleges					
14.	The available technology is sufficient to enable me do my studies					
15.	The computer lab is sufficient to enable me do my duties					
16.	I am satisfied with the way staff perform their duties					
17.	Management ensures that my needs are met					
	LEADERSHIP SKILLS AND STUDENTS; ENROLMENT	1	2	3	4	5
18.	Students' views and feedback is adequately represented in the decision making of the college					
19.	Students' issues are addressed promptly by the college					
20.	There is timely flow of communication between the students and the college's leadership					
21.	Students' that are exemplary are recognized by the college's leadership					
22.	Students are allowed and encouraged to explore their talents					
23.	Students are adequately represented in the college's leadership					
	ORGANIZATION'S CULTURE AND STUDENTS; ENROLMENT	1	2	3	4	5
24.	I understand the college's core values					
25.	The core values are in line with my needs					
26.	As a customer, feel I am valued					
27.	The environment is conducive for learning					
28.	I understand the college's rules					
29.	Students are given all the support needed during their time in college					

Thank you

APPENDIX II: BUDGET FOR THE PROJECT

ITEM	NUMBER OF UNITS	COST PER UNIT (Shs)	TOTAL AMOUNT (Shs)
Internet	50	200	10,000
Printing	7000	10	10,000
Transport	20	100	2,000
Binding	20	200	4000
E-mail expense	20	100	2000
Data analysis expense	2	10,000	20,000
TOTAL COST			54,000