Investigating the Influence of Employment Factors on the Decrease of Student Enrollments in Selected Private Higher Learning Institutions in Rwanda

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Abstract: **The purpose of this study was to investigate the influence of employment factors on the decrease of student enrollments in selected private higher learning institutions in Rwanda. The study was carried out in 6 private higher learning institutions operating in Rwanda. It adopted the correlation research design and used a sample of 382 informants (370 undergraduate students, 6 academic registrars and 6 marketing officers).The data was collected using a questionnaire and was analyzed using descriptive statistics (percentages, frequencies, means and standard deviation) and inferential statistics (simple linear regression). The findings revealed that generally, employment factors have no significant influence on the decrease of student enrollments in private higher learning in Rwanda. However, it was found that factors related to job availability have a significant influence on decrease of student enrollments in private higher learning institutions in Rwanda while factors related to working conditions have no significant influence on the same dependent variable. The study recommended that it should be mandatory for all private higher learning institutions in Rwanda to offer entrepreneurship related courses and make sure that all the students finish their university studies with knowledge of how to run businesses. For more encouragement, private higher learning institutions should sign MOUs with different companies aiming at offering jobs to their alumni.**

Key words: **Investigation, Employment factors, Decrease, Student Enrollments, Private, Higher Learning Institution**

I. INTRODUCTION

In Rwanda, private higher learning institutions (PHLIs) contribute greatly to the development of the nation by educating its citizen. Amponsah and Onuoha (2013) assert that the major contribution of private universities is that of helping the country in funding and providing education to its citizens. The overall functioning of PHLIs in Rwanda depends significantly on the number of enrolled students. The main reason is that tuition is almost taken as the sole means of generating funds for these institutions (Teixeira & Koryakina, 2011). That means, these institutions should get considerable student enrollments for proper performance and for them to survive.

II. OVERVIEW OF HIGHER EDUCATION IN RWANDA

The education system of Rwanda counts four main levels such as pre-primary (kindergarten), primary, secondary and tertiary (MINEDUC, 2013). According to MacGregor(2014),higher education in Rwanda started with the official opening of National University of Rwanda (NUR) in Butare (today known as Huye District) on 3rd November 1963. It was established by the government of Rwanda in cooperation with the Congregation of the Dominicans from the Province of Quebec, Canada and the law establishing NUR came into force on 12th May 1964. When it started it had 51students and 16 lecturers only. Tikly et al. (cited in Freedman, Weinstein & Longman, 2006) report that by1994 the National University of Rwanda had produced only 1,000 graduates only (after 30 years).

Since 1994 up today Rwanda has been experiencing a rapid increase in the number of higher learning institutions compared to the previous period. By 2015 (after 9 years since 1994) Rwanda had 44 tertiary educational institutions (12 public and 32 private). Conversely, Rwanda had only two higher learning institutions (one private and one public) since 1963 till 1994 (MINEDUC, 2015). The increase in the number of higher learning institutions in Rwanda after 1994 has prompted the demand for higher education of that time. That means, as the number of higher learning institutions increased many people in Rwanda wanted to go to university.

Similarly, labor market conditions are among the most important reasons why the demand for higher education grew up in that period (Senyonga, 2013).The higher demand for higher education in Rwanda has stimulated many people from the private sector to invest in higher education. From 1994till today Rwanda has been experiencing many private higher learning institutions mushrooming in different corners of the country.

The public higher learning institutions in Rwanda of the time were not capable to absorb the big demand for higher education by Rwandese. Therefore, the government of Rwanda has authorized many private higher learning institutions to start their operations to supplement the public ones in absorbing the huge demand for higher education of the time. This is emphasized by Amponsah and Onuoha (2013) who assert that the principal role of private universities is that of being a partner with the government in the financing of education.

Nowadays, there are 32 higher learning institutions (30 private, 1 public and the Institute of Legal Practice and Development). Note that, all public higher learning institutions are grouped into one university (University of Rwanda) created in 2013. In 2017, Higher Education Council (HEC) decided to close 5 universities due to failure to comply with the recommendations of the government audit (Rwirahira, 2017).

However, consecutive reports of the ministry of education (from 2014 to 2019 on higher education statistics) revealed a decline in the rate of student enrollments in private higher learning institutions. This is a big concern for the institutions because it hampers their proper functioning. Shortage of student enrollments in PHLs has made some of these institutions close their programs which made a number of employees lose their jobs. The institutions in partnership with the government should find a proper way to address this issue which is considered as a big threat to the country's development.

III. STATEMENT OF THE PROBLEM

Reports of the Ministry of Education (from 2014 to 2019 on higher education statistics) revealed a decline in the rate of student enrollments in private higher learning institutions. However, since 2014 the rate of student enrollments in PHLIs in Rwanda has started decreasing. A survey conducted by MINEDUC (2018) found that Gross enrolment rate (GER) and the university students decreased between 2015 and 2017. Similarly, the same study testifies a large disparity in terms student enrollments per field of study in Rwandan private universities. Higher rate of student enrollment was found in the fields like Business, Administration and Law; a low rate in the fields like Arts and Humanities, Natural Sciences, Mathematics and Statistics and a very low rate in the fields like agriculture and humanities. The report of MINEDUC (2018) indicate that the enrollment in PHLIs increased from 21948 students in 2006 to 28909 students in 2009 (31.7%); from 31170 students in 2010 to 43717 students in 2013 (40.2%) and from 49254 students in 2014 to 50822 students in 2018 (3.1%).

In fact, one wonders why some programs are stuffed with students while others are experiencing shortages of student enrollments. Once this problem persists, the affected institutions will be forced to close their doors and this will magnify the problem of unemployment in Rwanda. Similarly, the problem may result in the shortages of manpower in Rwanda in some domains and this can inhibit successful achievement of the country's projects geared to develop the nation. The closure of some PHLIs will also hinder successful achievement of "Education for All" policy in Rwanda since it will be difficult for some Rwandese to find nearby universities in which they can study, and this may make them stop their initiatives to further their education. Obviously, there is a need to address this issue.

Due to the above situation we found it crucial to conduct a study with the purpose of investigating employment related factors influencing the decrease of student enrollments in PHLIs in Rwanda. Consequently, this study aims at answering the following research question: What is the influence of factors related to job availability on the decrease of student enrollments in selected private higher learning institutions in Rwanda? What is the influence of factors related to working conditions on the decrease of student enrollments in selected private higher learning institutions in Rwanda?

We believe that this study would provide insights on employment related factors influencing the decrease of students' enrollments in PHLIs in Rwanda and the findings of this study would serve as a good tool in improving student enrollments in PHLIs.

IV. LITERATURE REVIEW

Influence of employment related factors on the decrease of student enrollments in private higher learning institutions

The existing literature consists of a number of studies which investigated the influence of employment factors on decrease of student enrollments in higher education institutions. However, the majority of the studies focused on the influence of unemployment rate on student enrollments in higher learning institutions. Some of these studies are stated below.

The study of Marinnge (2006) investigated the factors affecting students' choice of university and programs. The population of the study included sixth form schools and colleges in the Southampton University. The study used a sample of 387 learners (186 boys and 201 girls). In data collection, the study used a self-administered questionnaire in the form of a 10 point Likert scale. It was found that labor market variables with regard to employment affects university choice. The study concluded that higher unemployment rate hinders university enrollments. In other words, the study found that higher unemployment rate influence decrease of university student enrollments.

Le, Dobele and Robinson (2019) examined the main factors affecting the university choice. The sample of potential learners from the country of origin of Vietnam was used. The findings show that the employment prospects are among the most important factors influencing student enrollment in any given university. Furthermore, the study indicated that high unemployment rate within a country can hinder students' decision to go to university.

According to Aydin (2015), rising employment opportunities can be considered as the most important factors in students' decision to embark on higher education. Strasser et al. (2002) says that available employment opportunities and employment conditions are very crucial for students' decision to go to university. That means, scarcity of jobs (unemployment opportunities) can make the students reluctant or dubious to join university and this is can lead to decrease of enrollments

especially in private higher learning institution (Soutar and Turner, 2002, Tatar and Oktay, 2006).

In his study conducted among high school leavers, Veloutsou et al. (2004) found that employment availability for alumnae is among the most crucial dynamics in the process of selecting a university to join. He also found that higher rate of jobless among graduates has detrimental effect on university student enrollments. On contrary, Kondo (cited in Clarke, 2016), asserts that shortage of jobs at the labor market is a motivating factor for some people to return back to university and this was found stronger for females than males. This means that high unemployment rate pushes people to embark on higher education but most especially among females. In fact, one can conclude that high unemployment rate have a positive influence on student enrollments in higher education.

Robinson (2017) conducted a study to measure the influence of poverty in families on university enrollment rate regarding rural American determinism. Advanced structural theory was used in this study to measure some educational variables. Thus, the study examined factors like countryside education, family socio-economic status in Kentucky counties as future determinant for university student enrollments. It was found that family poverty is significantly influenced by living in rural areas. The study further showed that there is a significant connection between employment rate; family poverty; single parent families and university student enrollments in Kentucky.

However, the study of Barbu (2015) reached different findings. She carried out a longitudinal study to find out the influence of national unemployment rate and university student enrollments. The findings showed a significant impact of national unemployment rate on university student enrollments and students' success rates. Furthermore, the study revealed a significant effect of national unemployment rate on undergraduate student enrollments, student retention rate and university completion rate. That means, the more unemployment rate increases, the more undergraduate enrollment increase. In other words, higher unemployment rate does not influence decrease in student enrollments in universities.

Khan (2006) also found opposing results. He used the National Longitudinal Survey of Youth (NLSY) to examine the continuous implications of graduation status during the financial downturn of the 1980s on white males in the United States. The study used the white males in the sample and employing the NLSY she could follow up the data on their employment up to twenty-three years after graduation. The study revealed that a higher national unemployment rate influences the likelihood of getting a university Degree. The study also found that the students who graduated during the time of high and average unemployment rates double the possibilities of enrolling in another university just after one year they have graduated compared to those who graduated during the time when there was a low unemployment rate.

Similarly, Hoyt and Brown (2003) and Rolfe (2001) in their study, found that employment expectations are the main common cause of embarking on university studies and a significant factor influencing the choice of higher learning institutions and degree programs for almost a half of prospective students. Moreover, their study revealed that many students become unenthusiastic about embarking on higher education if the unemployment rate is high among those who have graduated. In other words, higher unemployment rate influences decrease of university student enrollments.

Nate (2015) reports that when unemployment rate augments, university student enrollments are likely to increase, and when unemployment rate decreases, student enrollments go up. McKinney (2017) attempted to establish how local unemployment rates correlates with student enrollments in North Carolina Community College. In data analysis the study used a quantitative Pearson product-moment correlation. The results of the study showed a very low correlation between local unemployment rates and general student enrollments. Furthermore, the study found no significant correlation between local unemployment rates and student enrollments per courses.

Pennington et al. (2002) carried out a wide-ranging research regarding the influence of some financial variables on the entire community college enrollments. The study considered data for 31 years about the economic variables. The study found that a national unemployment rate was an important factor for national enrollment status. Rivers (2010) extended previous studies by investigating the effect of economic factors on student enrollments in some courses in all South Carolina and Virginia community universities. The study found that unemployment rates do not significantly affect university enrollments in South Carolina or Virginia.

Ming (2010) investigated internal factors affecting university choice in Malaysia. The findings revealed that university choice in Malaysia is affected by location of the institution, offered courses, institutional reputation, instructional facilities, university pricing and availability of financial support, job prospects and visits to the campus. Relating these findings on unemployment rate, it could be realized that employment rate can influence the decrease of student enrollments in higher learning institutions. However, the study did not indicate clearly which, between higher unemployment rate and low unemployment rate, influences decrease of student enrollments in higher learning institution.

To conclude, this section reviewed different studies on the influence of High unemployment rate on decrease of student enrollments in higher learning institutions. A few studies confirmed that high unemployment rate influences significantly the decrease of student enrollments in higher learning institutions. These are namely the studies of Marinnge (2006); Le, Dobele and Robinson (2019); Soutar and Turner (2002); Tatar and Oktay (2006); Veloutsou et al.

(2004); Hoyt and Brown (2003); Rolfe (2001) and Ming (2010). However, few studies confirmed that High unemployment rate does not have significant influence on the decrease of student enrollments in higher learning institutions. These are namely those of Barbu (2015); Khan (2006); Nate (2015) and Pennington et al. (2002).

V. THEORETICAL FRAMEWORK

This study is rooted from Human Capital Theory (HCT) elaborated by Schultz (1961) and refined by Becker (1964). HCT has been elaborated after realizing that the growth of physical capital insignificantly contribute to the growth of income (Becker, 1964). The fundamental idea of the theory is that embarking on education is investment in gaining skills and knowledge which will increase incomes or provide enduring profits. According to Schultz (1961), human capital refers to employees' knowledge, skills and abilities enabling them to work in an organization. According to the theory, education improves the employees' abilities and productivity by passing on helpful knowledge and skills, thus, improving their potential incomes (Becker, 1964).

The theory suggests that the expenses on education are costly and should be considered as an investment because they are made in order to enhance private earnings. The HCT usually serves to elucidate on wage discrepancies. Humana Capital can be applied in generic terms, such as competence in literacy and numeracy, or in specific terms, like attainment of a specific ability with a partial professional usage (Becker, 1964).

With Human capital theory, one can devise the idea that cost and benefits of education are among factors influencing individual choice of going to university. It could be understood that if costs are not at the reach of the parents or students (sometimes), people may resort to stop studying university. Similarly, if the benefits are not significant for graduates, especially if those who finish university, their Degrees do not help them to get the expected earnings, this may influence negatively the prospective students' decision to join university studies.

VI. METHODOLOGY

This study adopted the Correlational research design to find out the influence of employment related factors on the decrease of student enrollments in selected PHLIs. According to Cresswell (2012) Correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis. This degree of relationship, presented as a number, indicates whether the two variables are related or whether one can predict another. With regard to this study, the influence of employment related factors were measured as predictors of the decrease of student enrollments in selected PHLIs in Rwanda.

This study was conducted in 6 PHLIs only. These are namely: Adventist University of Central Africa (AUCA), Christian University of Rwanda (CHUR), Institut Superieur de Ruhengeri (INES-RUHENGERI), KIM University, Protestant Institute of Arts and Social Sciences (PIASS) and University of Tourism Technology and Business Studies (UTB).

The choice of these universities was made bearing in mind that this is a good number to represent all 29 PHLIs operating in Rwanda (HEC, 2019).Similarly, the choice was made as per the assumption that at least 30 percent of the entire population is appropriate for the sample (Borg and Gall, 2003). Given the preferred scope of the study, only those which were 5 years old by the end of 2018-2019 academic years were involved in the study. The 6 PHLIs were selected using systematic sampling technique whereby the institutions were firstly sorted out alphabetically, and then the interval of four numbers was used to select the ones to be involved in the study. The target population of this study comprised of 13914 subjects (13902 undergraduate students, 6 academic registrars and 6 marketing officers) from the 6 selected PHLIs. The study used a sample of 382 subjects (370 undergraduate students, 6 academic registrars and 6 marketing officers). The student sample was chosen using the sampling table as elaborated by Krejcie and Morgan (1970). In addition, stratified (probability) sampling technique was used in selecting the undergraduate students. By this technique the researcher divides (stratifies) the population into sub-groups having the same characteristic, and then from each group a particular sample is randomly chosen (Creswell, 2012). In fact, the researcher divided the undergraduate students into groups (strata) according to the years of study and within each group; the researcher selected randomly some undergraduate students for inclusion in the sample. For the academic registrars and marketing officers, the researcher used census technique which consists of taking the whole population as a sample because it is too small (Creswell, 2012).

This study used structured questionnaire to collect primary data. The study also used documentary review to collect secondary data (from journal articles, books, theses, etc.). The questionnaire contained close-ended questions only in the form of likert scales (*1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree).*The respondents had to tick the appropriate box with regard to their understanding.

Before collecting data, the researcher sought the authorization to collect research data from the vice-chancellors of the 6 sampled PHLIs. Before collecting the data, the researcher sought the informed consent from the respondents using an appropriate form. Before collecting the data, a pilot study was conducted to ensure the validity and reliability of the instruments and this was made using Cronbach's alphas analysis. The pilot study was done by having 15 undergraduate students to fill the questionnaire and giving their feedback on it. This exercise was conducted in one private higher learning institution that was randomly selected. However, the selected institution for pilot study was not

involved again in collecting the real data.The data was extracted from the questionnaires and entered into SPSS 20. The Cronbach's alphas scored were extracted as shown in the table below.

Table 1: Reliability Results

Variables	Number of items	Cronbach's Alpha	Comments
FJA	15	0.978	Accepted
FWC	15	0.952	Accepted

Note: FJA = Factors related to job availability, FWC=Factors related to working conditions

The Cronbach's alphas were above 90%. This indicated that most items in this questionnaire had high squared multiple correlations, an indication that the questionnaire passes reliability test. Cronbach's alpha above 0.7 is regarded as satisfactory (George & Mallery, 2003). This meant that the tool was adequate in measuring how factors related to job availability and those related to working conditionsinfluence the decrease of student enrollment in some selected private higher learning in Rwanda. The data was analyzed using SPSS version 20, descriptive statistics (percentages and frequencies) and inferential statistics (simple linear regression).

VII. FINDINGS

This study aimed at answering the following research question: What is the influence of factors related to job availability on the decrease of student enrollments in selected private higher learning institutions in Rwanda? What is the influence of factors related to working conditions on the decrease of student enrollments in selected private higher learning institutions in Rwanda?

Influence of factors related to job availability on decrease on student enrollments in private higher learning institutions

Table 2: Model Summaryfactors related to job availability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752[a]	.566	.511	.06239

a. Predictors: (Constant), Job availability

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Results in table 2 showed that 56.6% of the variation in the dependent variable (decrease of student enrollments) can be explained by job availability factors and the remaining percentages can be attributed to other factors which are not contained in the model.

Table 3: Analysis of variance of factors related to job availability and decrease of student enrollments

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.041	1	.041	10.415	.012[a]
	Residual	.031	8	.004		
	Total	.072	9			

a. Predictors: (Constant), Job availability

b. Dependent Variable: Decrease of student enrollments

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b. Dependent Variable: Decrease of student enrollments

The analysis of variance in table 3 revealed that factors related to job availability had a significant relationship (F= 10.415, p value <0.05) with the decrease of student enrollment in private higher learning institutions in Rwanda.

Table 4: Regression coefficients on factors related to job availability and decrease of student enrollments

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.383	.422		5.651	.000
	Job availability	.368	.114	.752	3.227	.012

a. Dependent Variable: Decrease of student enrollments

The results in table 4 revealed a significant influence of factors related to job availability (β=0.368 and p value <0.05) on the decrease of student enrollment in private higher learning institutions in Rwanda. The results were dependent on the following model.

$$\hat{Y} = \alpha + \beta x + \varepsilon$$

$$Y=2.383 + .368X + €$$

Where Y= Decrease of student enrollments, X= factors related to job availability and €= error term.

Influence of factors related working conditions on decrease on student enrollments in private higher learning institutions

Table 5: Model Summary factors related to working conditions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.073[a]	.005	-.119	.09440

a. Predictors: (Constant), Working conditions

Results in table 5 showed that 7.3% of the variation in the dependent variable (decrease of student enrollments) can be explained by factors related to working conditions and the remaining percentages can be attributed to other factors which are not contained in the model.

Table 6: Analysis of variance of factors related to working conditions and decrease of student enrollments

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.000	1	.000	.043	.841[a]
	Residual	.071	8	.009		
	Total	.072	9			

a. Predictors: (Constant), Working conditions

b. Dependent Variable: Decrease of student enrollments

The analysis of variance in table 6 revealed that factors related to working conditions had a significant relationship (F= 0.43, p value >0.05) with the decrease of student enrollment in private higher learning institutions in Rwanda.

Table 7: Regression coefficient on factors related to working conditions and decrease of student enrollments

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.614	.617		5.853	.000
	Working conditions	.050	.241	.073	.208	.841

a. Dependent Variable: Decrease of student enrollments

The results in table7 revealed a significant influence of factors related to working conditions (β=0.050 and p value >0.05**)** on the decrease of student enrollment in private higher learning institutions in Rwanda. The results were dependent on the following model.

$$\hat{Y} = \alpha + \beta x + \varepsilon$$

$$Y=3.614 + .050X + €$$

Where Y= Decrease of student enrollments, X= factors related to job availability and €= error term

Ordinary Least Squares Regression Analysis for employment factors and decrease of student enrollment

Table 8: Model Summary for employment factors and decrease of student enrollment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.755[a]	.570	.447	.06639

a. Predictors: (Constant), Job availability, Working conditions

The results on primary data indicated that the predictor variables were able to explain much of the movement of the dependent variable as shown in Table 8. The R square was 0.570%. Based on the OLS regression model, the study tested the hypothesis that the predictor variables collectively have a positive effect on the dependent variable.

Table 9: Analysis of variance of employment factors and decrease of student enrollments

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.041	2	.020	4.632	.052[a]
	Residual	.031	7	.004		
	Total	.072	9			

a. Predictors: (Constant), Job availability, Working conditions

b. Dependent Variable: Decrease of student enrollments

This test is directed by F statistic in Table 9 which indicated that its *p* value of 0.052 is greater than α of 5% for each variable's coefficient, hence statistically significant different from zero. This meant that at 5% significance level, the study accepted the null hypothesis and inferred that the independent variables in focus were jointly statistically insignificant in predicting the value of changes in the decrease student enrollments in PHLIs in Rwanda. Based on results above, the study concluded that the independent variables have no significant influence on the dependent variable.

Table10: Regression coefficient on factors related to working conditions and decrease of student enrollments

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.274	.620		3.667	.008
	Factor 2	.043	.170	.063	.255	.806
	Factor1	.367	.121	.751	3.029	.019

a. Dependent Variable: Factor 3

Results in Table 10 revealed positive and significant relationship between factor 1and factor 3 (β= -0.376, p value <0.05). This implies that a unit of change in factor 1 increases factor 3 by -0.376 units while holding constant factor 2. Secondly, there was a positive and insignificant relationship between factor 2 and factor 3 (β = 0.43, p value >0.05). This implies that a unit of change in factor 2 increases factor 3 by 0.43 units while holding constant factor 1.

$Y= 2.274+0.043X_2+ 0.367X_2$

Where:

Y refers to factor 3 as dependent variable (decrease of student enrollments)

X_1 refers to factor 1 (Factors related to job availability)

X_2 refers to factor 2 (Factors related to working conditions)

VIII. DISCUSSION

As earlier mentioned, this study aimed at investigating the influence of employment factors on the decrease of student enrollments in selected private higher learning institutions in Rwanda by answering the following research questions: What is the influence of factors related to job availability one the

decrease of student enrollments in selected private higher learning institutions in Rwanda? What is the influence of factors related to working conditions on the decrease of student enrollments in selected private higher learning institutions in Rwanda? The following are the findings for each research question.

The influence of factors related to job availability one the decrease of student enrollments in selected private higher learning institutions in Rwanda

The following are the findings for each research question. Concerning the research question number one, the study found that job related factors have significant influence on student enrollments in private higher learning institutions in Rwanda. These results are explained by the fact that nowadays it is very difficult for university graduates to get jobs in Rwanda. A survey conducted by Inter-University Council for East-Africa (IUCEA) in 2014 found that 52% of graduates in Rwanda are unemployed (Rwamwenge, 2017). Therefore, there is a general belief among university students in Rwanda that there are no jobs for alumni who are finishing university nowadays. This has become a slogan in Rwanda and it probably has a negative effect on S6 leavers' decisions to study university. In addition, research has shown that in the most developing countries education is consider as an economic investment (Agabi, 2012). Similarly, the majority of people in Rwanda study university with the purpose of making money through acquisition of jobs just after their studies. Rwanda is among developing countries whose unemployment rate is still high. The report from Trading Economics (2020) indicates that Rwanda is ranked the 1stcountry in East Africa Community, the 13th country in Africa and 23rd in the world among the countries with higher unemployment rate. The report indicates that in the 3rd quarter of 2019 the unemployment rate in Rwanda was 16% while in the 4th quarter it was15.4%. In fact, scarcity of jobs in Rwanda makes many students and parents feel little interested in university education.

The influence of factors related to working conditions on the decrease of student enrollments in selected private higher learning institutions in Rwanda

With regard to research question number two, the study revealed that factors related to working conditions have no significant influence on the decrease of student enrollments in private higher learning institutions in Rwanda. These findings are explained by the fact that working conditions in terms of salaries and wages in Rwanda are not satisfactorily enough such that many Rwandese are always on search for new positions which can provide better pays. The World Bank (2015) reported that for the majority of Rwandan population earnings are low. This report indicates that in 2011half of workers earned Rwf 18,175 per month or less (amounted to $31 as per the exchange rate of the time), 90% of workers earn less than 65,000 Rwf per month and less than 6% of employed Rwandans earn 100,000Rwf or more. This report also indicates that one third of workers were engaged in so-called low-earning jobs, meaning that their labor earnings were lower than the national poverty line. In fact, this situation makes many people in Rwanda to study university so that they can get other jobs with higher salaries.

Overall, the study found no significant influence of employment factors on the decrease of student enrollments in private higher learning institutions in Rwanda. These findings are similar to those of Barbu (2015); Khan (2006); Nate (2015) and Pennington et al. (2002) whose studies confirmed that high unemployment rate does not significantly influence decrease of student enrollments in higher learning institutions. However, the findings contradict with those of Marinnge (2006); Le, Dobele and Robinson (2019); Soutar and Turner (2002); Tatar and Oktay (2006); Veloutsou et al. (2004); Hoyt and Brown (2003); Rolfe (2001) and Ming (2010) whose studies found that high unemployment rate influences significantly the decrease of student enrollments in higher learning institutions.

IX. CONCLUSION

Based on the above findings, it was concluded that factors related to job availability have a significant effect on private higher learning institutions in Rwanda while factors related to working conditions have no significant effect on the same variable. Overall, it was found that all the employment factors jointly have no significant effect on decrease of student enrollments in private higher learning institutions in Rwanda.

X. RECOMMENDATIONS

Based on the findings, the study recommended that university students should always be encouraged to go to university because this is among the best way to earn life. However, they should be characterized by job creation spirit rather job seeking one. This will help them understand that higher unemployment rate in Rwanda should not prevent them from studying university. Parents should always understand that education is among the best way of preparing the lives for their children. Therefore, they should always encourage their children to study university and make them understand that without education life would be in danger.

The study also recommended that it should be mandatory for private higher learning institutions in Rwanda to offer entrepreneurship related courses and make sure that all the students finish their university studies with knowledge of how to run a business. This will wipe out the students' idea that the primary purpose of studying university is to get a job. For more encouragement, private higher learning institutions should sign MOUs with different companies aiming at offering jobs to their alumni. The ministry of education should allow all private universities to teach entrepreneurship courses and make it mandatory and cross-cutting for all the students. This will help all university students complete their studies with business ideas which will encourage them to create their own jobs rather than spending a long time looking for them.

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