

IMPROVING THE SCHOOL OF BUSINESS AND COMPUTING ENROLLMENT

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Abstract

The history of universities is closely linked to the evolution of education, scholarship and the transmission of knowledge across African cultures and world over. From their ancient origins to the modern-day institutions, universities have played and continue to play a central role in shaping human intellectual progress. Throughout their long history, universities have evolved from small, exclusive centers of knowledge to vast, diverse institutions serving millions of students worldwide. Today, universities continue to adapt to the changing needs of society, embracing new educational methods, technological innovations and global collaboration. They remain central hubs for research, innovation, and the training of future leaders. In some cases, though low enrollment is a challenge to Institutions of Higher Learning and as thus, this work sought how the school of business and computing at Africa Renewal University increase enrollment? combining a number of suggested strategies like effective marketing, flexible learning options, financial accessibility, career-focused programs and a supportive campus environment, the school of business and computing can enhance their appeal and successfully increase enrollment in an increasingly competitive higher education market.

Keywords: school, business, computing, marketing.

Introduction

University programs are educational pathways offered by higher education institutions that provide students with the knowledge, skills, and qualifications needed to succeed in various fields. These programs are designed to cater to a wide range of academic interests, including the arts, sciences, engineering, business, health, and more. They typically range from undergraduate degrees to graduate programs, such as master's and doctoral degrees. University programs combine

theoretical learning with practical experience, helping students develop critical thinking, problem-solving abilities, and specialized expertise. By completing a program, students can enhance their career prospects, contribute to research, and engage in lifelong learning. Whether students pursue a program to enter the workforce or continue their studies in advanced fields, university programs serve as a stepping stone for personal and professional growth.

Background

In ancient times, education took place in centers of learning, but these were not yet universities in the modern sense. In Ancient Egypt, temples and institutions focused on specialized education for priests, scribes, and doctors. In Ancient Greece, intellectual and philosophical discussions took place at informal centers of learning, such as the Academy founded by Plato and the Lyceum established by Aristotle. Similarly, in India, Nalanda University, established around the 5th century CE, became an important center for studies in Buddhism, philosophy, medicine, and mathematics, drawing scholars from across Asia. Meanwhile, during the Islamic Golden Age (8th to 14th centuries), institutions like Al-Qarawiyyin (859 CE) in Morocco and Al-Azhar University (970 CE) in Egypt emerged, offering a wide range of disciplines, from law to astronomy.

The medieval period in Europe saw the rise of the modern university. The University of Bologna, founded in 1088, is widely regarded as the oldest university in the world, primarily focused on Roman law. The University of Paris, established in 1150, became a key intellectual hub, especially in theology and philosophy. In England, Oxford University began in the 12th century, and Cambridge University followed in the 13th century. These institutions laid the foundation for universities as centers of intellectual pursuit. During this time, the Catholic Church played a significant role in university education, with many schools founded to promote theological study. Scholasticism, the intellectual movement of the time, sought to reconcile Christian theology with ancient philosophy, particularly that of Aristotle.

The **Renaissance** and **Early Modern Period** (16th to 17th centuries) brought renewed interest in classical learning, expanding university curricula to include the humanities, such as literature, history, and philosophy. The invention of the printing press in the 15th century made educational materials more widely available, facilitating the spread of knowledge. The Protestant Reformation, initiated by Martin Luther in the 16th century, led to changes in university structures, especially in Protestant countries, where education became more focused on biblical studies. In Geneva, John Calvin established universities, while Lutheran universities spread across Germany.

In the 18th and 19th centuries, the **Enlightenment** and **Scientific Revolution** shifted university focus from religious subjects to secular ones, emphasizing science, reason, and rational thought. The intellectual advancements of thinkers like Isaac Newton and Galileo Galilei influenced the development of new academic fields such as physics and astronomy. During the French Revolution, significant educational reforms took place, particularly in France, where Napoleon

Bonaparte reorganized the university system. In Germany, the German model of higher education, introduced in the 19th century, focused on research and academic freedom. Universities also began to specialize in new disciplines, such as engineering and medicine. The University of Berlin, founded in 1810, became a model for research universities.

The 20th century saw a dramatic increase in university enrollment, especially after World War II, as new institutions were founded, and public universities expanded. Mass education became widespread, and universities offered programs to a broader and more diverse population. The rise of community colleges and the advent of online universities further democratized higher education. The globalization of education in the late 20th and early 21st centuries, aided by international rankings, student exchange programs, and digital platforms, connected universities worldwide. Technological advancements, particularly the advent of the Internet, revolutionized education, making online learning and MOOCs (Massive Open Online Courses) accessible to a global audience.

Key milestones in university history include the founding of **University of Bologna** (1088), **University of Paris** (1150), **University of Cambridge** (1209), the **Morrill Act** in the U.S. (1862), the rise of online education in the 1980s, and the increasing impact of MOOCs and virtual campuses in the 2000s and beyond. These milestones reflect the ongoing evolution of universities as institutions of higher learning, essential to society's intellectual and cultural progress.

Africa Renewal University (AfRU) was founded in 2013 by Africa Renewal Ministries, an indigenous Christian ministry, which provides sponsorship for over 8,000 children and young adults across the country. The university exists to equip and transform leaders in their various disciplines so they too can be agents of transformation in their communities.

Attaining a university status was a culmination of a journey that started earlier with Gaba Bible Institute (GBI) and later Africa Renewal Christian College (ARCC). In January 2007, the school began with 35 students and a commitment to equip Christian leaders for the transformation of society.

June 2010 GBI was issued with provisional License by NCHE to operate as a tertiary institution. September 2010 – changed location from Gaba to a newly purchased 23-acre campus in Buloba and changed name to Africa Renewal Christian College (2011) after shifting from Gaba. December 20th 2013, AfRU was issued with Provisional License as Africa Renewal University and February 28 2014, it was officially launched by the Executive Director National Council for Higher Education Prof. Opuda Asibo

January 25th, 2023 AfRU was cleared by National Council for Higher Education for the grant of a charter and in March 2024, the President of the republic of Uganda granted AfRU a charter and now, AfRU is a Christian Chartered University.

PUBLIC UNIVERSITIES IN UGANDA

Uganda is home to several public universities that play a vital role in providing higher education across various disciplines. These institutions, funded by the government, contribute significantly to the country's educational development. One of the most prominent public universities is Makerere University, established in 1922 in the capital, Kampala. Recognized as the oldest and one of the most prestigious universities in Uganda, Makerere offers a diverse range of undergraduate, postgraduate, and doctoral programs across faculties such as law, medicine, engineering, business, social sciences, and humanities, making it a leading academic institution in East Africa (Makerere University: Brief historical background. (n.d.); NCHE, 2025).

Another notable university is Mbarara University of Science and Technology (MUST), founded in 1989 in the western part of the country. MUST is renowned for its focus on science, technology, and health-related programs, including medicine, engineering, information technology, and agriculture. The university has earned a solid reputation for its research and academic excellence in these fields. Kyambogo University, established in 2003 in eastern Kampala, is another key institution. Known for its emphasis on teacher education, special needs education, engineering, and technology, Kyambogo also offers programs in business, social sciences, and education, and plays a crucial role in teacher training in Uganda (Admin, & Admin., 2024).

These public universities are integral to the educational landscape in Uganda, providing quality education and contributing to the country's overall development.

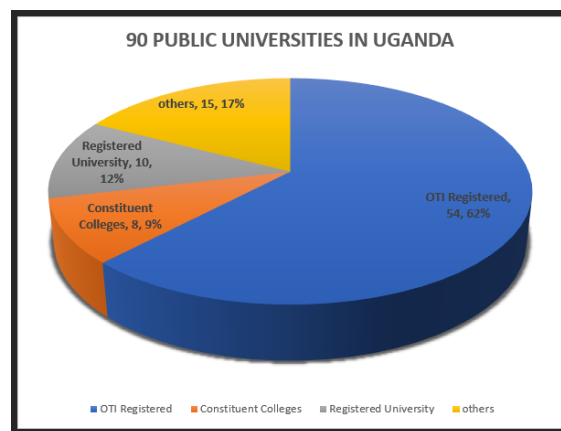


Figure 1: Public Universities in Uganda (NCHE 2025)

PRIVATE UNIVERSITIES IN UGANDA

Uganda is home to a number of private universities that play a vital role in the country's higher education landscape. These institutions offer a diverse range of academic programs, including undergraduate and postgraduate degrees, across various disciplines. While some of these

universities are affiliated with religious organizations, others are independent and focus on providing quality education.

Uganda Christian University (UCU), established in 1997 in Mukono, is one of the largest and most prominent private universities in the country. Affiliated with the Anglican Church of Uganda, UCU offers programs in law, education, business, social sciences, theology, and health sciences. The university is known for its emphasis on Christian values, ethics, and leadership development. Ndejje University, founded in 1992 in Ndejje, is another leading private institution in Uganda. This Christian university offers a wide range of programs, including engineering, business, education, social sciences, law, and theology, with a commitment to producing skilled and socially responsible graduates (NCHE, 2025).

Located in the capital, International University of East Africa (IUEA) was established in 2010 and provides a variety of undergraduate and postgraduate programs in fields such as business, information technology, law, and education. IUEA emphasizes international perspectives and partnerships, attracting students from various countries. Another private university in Kampala, Mutesa I Royal University, founded in 2007, offers programs in business, law, social sciences, education, and public administration. Named after the first King of Buganda, the university is committed to promoting cultural values and social development.

St. Lawrence University, established in 2002, is another private institution located in Kampala. Known for offering affordable tuition and flexible learning options, it provides programs in business, social sciences, law, education, and information technology. Bugema University, located in Buwama, central Uganda, is affiliated with the Seventh-Day Adventist Church. Originally founded as a training institute in 1948, it attained university status in 2004. The university offers programs in business, health sciences, agriculture, education, and theology, integrating Christian principles into its academic programs.

In southwestern Uganda, Mountains of the Moon University, founded in 2005 in Fort Portal, offers programs in education, social sciences, business, and public administration. This private institution seeks to provide high-quality education to contribute to the development of the western region. Islamic University in Uganda (IUIU), founded in 1988 in Mbale, is another significant private university. It offers programs in business, education, law, social sciences, and Islamic studies, with a focus on academic excellence and moral development (Top private universities in Uganda 2024. (n.d.)).

Finally, Africa Renewal University (AfRU) located in Buloba, was cleared by National Council for Higher Education for the grant of a charter and in March 2024, by the President of the republic of Uganda, joining the 15 private chartered universities in Uganda among the 223 private universities in Uganda. AfRU is a Christian Chartered University that plays an important role in Uganda's higher education landscape. Through its academic programs and a commitment to Christian transformational leadership. AfRU strives to produce graduates who can make a meaningful difference for the church and society (NCHE, 2025).

These private universities in Uganda provide valuable opportunities for students, offering alternative educational options to public universities. With diverse academic programs and flexible learning options, they contribute significantly to the country's educational development and the creation of a skilled workforce. However, what remains is why are many people not joining universities.

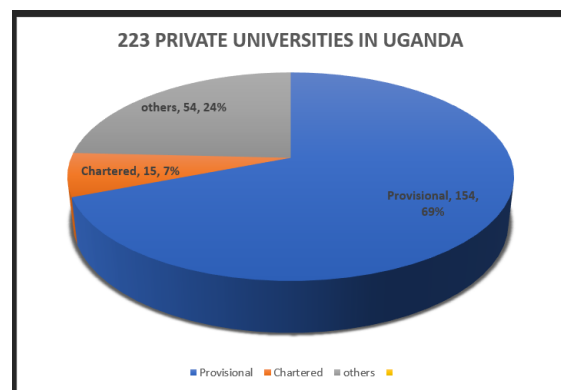


Figure 2: Private Universities in Uganda. (Source: NCHE, 2025)

UNIVERSITY BUSINESS PROGRAMS

Businesses globally have experienced tremendous growth in recent times and information technologies are shifting business processes each passing day. Continuous economic growth and development have substantially contributed to business growth particularly in Uganda. This scenario calls for quality business education for developing human capital to meet the needs of various business entities.

The third national development plan 2020/2021- 2024/2025 and vision 2040 clearly underscore the importance of the private sector in driving economic growth of Uganda. This is because successful businesses drive growth, create jobs and pay taxes that finance savings and investment. Currently Uganda's private sector generates 77 percent of formal jobs, contributes 80 percent of GDP, funds 60 percent of all investment and provides more than 80 percent of government domestic revenue.

However, despite this glowing contribution, the private sector in Uganda is weak and uncompetitive to drive sustainable growth. This has been attributed to the high cost of doing business, limited production and organization capacity, absence of strong supporting environment, weak enforcement of standards and proliferation of counterfeits in the market and inadequate strategic and sustainable government investments and partnerships with the private sector in key growth areas.

The third national development plan stipulates how the government of Uganda intends to address the above challenges. Key among the actions is; sustainably lowering the cost of doing business. To achieve this, actions such as increasing access to affordable credit largely targeting Micro Small Medium Enterprises (MSMEs), increasing long term financing by for example expanding the pension and insurance coverage, mobilizing of alternative financing to finance private investment by deepening and widening capital markets, strengthening of the regulatory framework for private equity and venture capital. Business Administration Programme is the discipline of choice to fulfil this initiative because it is central to an organization's success. It focuses on the planning, mobilization and utilization of human, financial, and technological resources for the efficient achievement of organizational goals. Emphasis on equipping business professionals with relevant business knowledge and skills, as well as integrity of character are the distinctive features of this programme. It is prudent that business administration is manned by leaders who combine outstanding business knowledge and skills with integrity of character in order to handle emerging challenges and opportunities with authentic success.

Table 1: Business Programs at Africa Renewal University - Buloba

Bachelor of Procurement and Logistics Management (BPLM)	21/Aug/2023	21/Aug/2028	Active
Bachelor of Business Computing (BBC)	21/Aug/2023	21/Aug/2028	Active
Bachelor of Science in Accounting and Finance (BSAF)	14/Mar/2022	14/Mar/2027	Active
Bachelor of Business Administration (BBA)	13/Dec/2021	13/Dec/2026	Active
Diploma in Business Administration (DBA)	13/Jun/2022	13/Jun/2027	Active
Master of Business Administration (MBA)	22/Jan/2024	22/Jan/2029	Active

UNIVERSITY COMPUTING PROGRAMS

Computing studies globally have experienced tremendous growth in recent times. Continuous economic growth and development have substantially contributed to computing growth particularly in Uganda. This scenario calls for quality computer education for developing human capital to meet the needs of various computing entities.

The Uganda Vision 2040 aims to transform the Ugandan society from a peasant to a modern and prosperous society. This National Development Plan (NDP) is the third in a series of six NDPs that will guide the nation and deliver the aspirations of the people of Uganda, as articulated in

Uganda Vision 2040. NDPIII (2020/21 – 2024/25) aims to build on the progress made, learn lessons from the planning and implementation experiences of NDPI and NDPII, and also seek to surmount some of the challenges encountered. At the end of its implementation, the country will be halfway through Vision 2040 30-years’ time frame. Consequently, this Plan has been drafted with this context in mind.

CHAPTER 17: of NDPIII (2020/21 – 2024/25) is INNOVATION, TECHNOLOGY DEVELOPMENT AND TRANSFER. Countries that invest significant amounts of resources in research and innovation as well as those who put form to often informal processes of technology importation and adoption (for example through scholarships and exchange programs) are able to industrialize faster. STI Science Technology and Innovation together with Information Communication Technologies-ICT enable the acceleration of the entire economy and this supports the digital transformation and the move towards digital (smart) health, digital (smart) agriculture, digital (smart) manufacturing, digital (smart) cities among others. Technology is often imported and adopted through external trade while science and innovation are largely born and bred in-country through tertiary institutions of learning as well as technology incubation centres.

The goal of this program, therefore, is to increase development, adoption, transfer and commercialization of Technologies & Innovations through the development of a well-coordinated STI ecosystem. The key targets to be achieved by this program over the next five years include:

- (i) Increasing the Global Innovation Index from 25.32 to 35;
- (ii) Increasing Gross Expenditure on R&D as a percentage of GDP (GERD) from 0.4 percent to 1 percent;
- (iii) Increasing business enterprise sector spending on R&D (% of GDP) from 0.01 percent to 0.21 percent.

However, despite this contribution, computing in Uganda is still growing and at AfRU the computing department has the Bachelor of Information Technology (BIT), Bachelor of Information Systems (BIS), Bachelor of Software Engineering (BSE), Bachelor of Computer Science (BCS), with low intakes and Bachelor of Computer Engineering (BCE) is still under development.

This is attributed to the high cost of doing business, limited production and organization capacity, absence of strong supporting environment, weak enforcement of standards and proliferation of counterfeits in the market and inadequate strategic and sustainable government investments and partnerships with other stakeholders.

Computing courses are highly marketable and in-demand, as technology continues to advance and businesses increasingly rely on IT solutions. The demand for skilled professionals in fields such

as software development, data analysis, cybersecurity, and artificial intelligence is strong, with numerous career opportunities across industries like finance, healthcare, gaming, and more. As technology evolves, new areas like machine learning and cloud computing are rapidly growing, creating further demand for expertise. Additionally, many tech roles offer high salaries, remote work opportunities, and the potential for continuous learning and career growth. Pursuing a computing course can be a great investment, providing access to a broad range of well-paid, flexible, and evolving career paths.

Table 2: Computing Programs at Africa Renewal university - Buloba

Bachelor of Computer Science (BCS)	21/Aug/2023	21/Aug/2028	Active
Bachelor of Information Systems (BIS)	21/Aug/2023	21/Aug/2028	Active
Bachelor of Software Engineering (BSE)	21/Aug/2023	21/Aug/2028	Active
Bachelor of Information Technology (BIT)	21/Aug/2023	21/Aug/2028	Active
Diploma in Computer and Information Technology (DCIT)	14/Mar/2022	14/Mar/2027	Active
Master of Information Technology (MIT)	30/Jan/2025	30/Jan/2030	Active

Globally, High Cost of University Education, ever increasing inflation, Work conflicts. A need to work and Emotional Stress are the top 4 hindrances to joining Universities.

1	2	3	4
High Cost of University Education	Ever increasing inflation	Work conflicts. A need to work	Emotional Stress <ul style="list-style-type: none"> • Anxiety • Depression • Personal difficulties

Table 1: Top 4 hindrances to joining Universities Globally. (Ocelot, 2024)

Motivation

SDG4 and 5 (*THE 17 GOALS / Sustainable Development*. (n.d.) call for equal access to education not only in Uganda but world over. SDG4 is a commitment to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal is a pivotal driver

for positive change, emphasizing the transformative power of education in fostering a sustainable and equitable world.

The central promise of the 2030 Agenda for Sustainable Development and its SDGs is to “leave no one behind” (LNOB). It requires an unequivocal commitment by UN Member States to not only eradicate poverty, but to end discrimination and exclusion along the lines of race, gender, and other layers of identity (Elena, 2025).

As at end of 2010, gross enrolment at primary was 8,645,583 pupils with girls accounting for more than 50 percent (i.e. 4,326,013 pupils). During the same period, 519,246 candidates sat for Primary Leaving Examinations (PLE), an increase of 8% on the number who sat in 2009. The transition rate to senior one for 2010 was 64.5%, implying that not all who finished primary level of education in 2009 proceeded to secondary. At the secondary level, the transition rate to senior 5 was even lower, i.e. at 50.7%. There were 264,635 candidates who sat their Uganda Certificate of Education (UCE) Examinations after four years of education at this level, over 46,000 students more than the number that sat in 2009. The next level in secondary is the Uganda Advanced Certificate of Education (also sometimes referred to as Higher School Certificate). In 2010, 98,219 candidates sat for the Uganda Advanced Certificate of Education, an increase of 10% over the number that sat in 2009. The transition rate at this level is about 35%, implying that only about 35,000 are able to join university education (Education System in Uganda. (n.d.).

In Ug Education attainment refers to the highest level of education an individual has completed. It is often used as a measure of a person's academic and professional qualifications. This section presents the distribution of the population 10 years and above by class. Findings show that about 20.2 percent of the population aged 10 and above had no formal education while 39.4 percent attained some primary-level education. Six percent (5.7%) of the population had attained post-secondary level of education (Figure 4.6). The results also show that 17.4 percent of males and 22.7 percent of females had no education. Five percent (5.2%) of females and six percent (6.4%) of males had completed post-secondary education (Table 4.4) (UBOS, 2024).

There are currently 90 public universities and 223 private universities in Uganda (nche, 2025) all accounting for a student population of about 110,000 (Education System in Uganda. (n.d.), turning out over 30,000 graduates annually. Makerere University alone accounts for over 30% of this total. There are also technical and commercial business colleges that enroll another 20,000 students studying various disciplines, some of these are of particular relevance to the needs and development of the private sector. For instance, Technical colleges enroll about 2,000 offering disciplines such as metal works/foundry; carpentry, ICT skills, hotel and tourism, agriculture, fisheries, and forestry; etc. There are efforts currently geared at fostering cooperation between the training institutions and the private sector which will ensure that courses and graduates are relevant to the needs of the private sector (Education System in Uganda. (n.d.).

Each year Uganda takes about 250,000 students into tertiary education. It is the interest of this research that ways are found that will help others not to be left behind regarding access to quality education.

Research Questions

Main Research Question

How can the school of business and computing at Africa Renewal University increase enrollment?

Specific research questions

- 1. How are business and computer scholars hindered from joining the school of business and computing at Africa Renewal University?*
- 2. How can the identified hindrances to joining the school of business and computing at Africa Renewal University be removed or reduced?*
- 3. How can the school of business and computing at Africa Renewal University be assured of increased enrollment?*
- 4. How can the increased enrollment at the school of business and computing at Africa Renewal University be measured?*

Related Literature

Why many find it hard to join university

There are several reasons why students may fail to join universities, ranging from financial constraints to social and cultural factors. Below are some key reasons:

- 1. Financial Constraints:** One of the most common reasons students fail to attend university is the inability to afford tuition fees, accommodation, and other related expenses. Even with scholarships and financial aid options, many families may still struggle to cover the cost of higher education.
- 2. Lack of Access to Information:** In some regions, students may not be fully aware of the available opportunities or the application processes for universities. A lack of guidance, career counseling, or access to relevant information can leave students unable to pursue their higher education goals.
- 3. Poor Academic Performance:** Students who do not meet the academic requirements for university admission, often due to poor grades or low scores in entrance exams, may be

unable to gain entry to universities. Without sufficient academic preparation, students may struggle to meet the standards set by universities.

4. **Limited Availability of Spaces:** Some universities may not have enough space to accommodate all qualified applicants. This can be especially true in countries with high demand for higher education but limited slots in public universities. As a result, many students are left out due to overcrowded institutions.
5. **Cultural and Social Expectations:** In certain communities, there may be strong cultural or societal pressures that discourage higher education, particularly for women or marginalized groups. Students may be expected to work and contribute to the family income or to marry at an early age, preventing them from pursuing university education.
6. **Health or Family Issues:** Family problems, illness, or personal health challenges can also hinder students from attending university. Students may need to prioritize caring for family members or may face personal health challenges that prevent them from pursuing education at a higher level.
7. **Geographic Barriers:** Some students may live in rural or remote areas where there is limited access to universities, and the cost of traveling to urban centers where institutions are located can be prohibitive. The absence of nearby universities or limited public transportation options can make higher education inaccessible for some.
8. **Psychological Factors and Lack of Confidence:** For some students, the fear of failure, lack of confidence in their abilities, or a sense of inadequacy can prevent them from applying to universities. Mental health issues such as anxiety and depression can also create significant barriers to higher education.
9. **Unemployment and Economic Pressures:** In areas where unemployment rates are high, students may choose to enter the workforce directly after completing their secondary education to support themselves and their families. The need for immediate income can take priority over the pursuit of higher education.
10. **Political and Social Instability:** In countries affected by political unrest, war, or instability, educational systems can be disrupted, and universities may be closed or inaccessible. This can prevent students from applying or attending universities, as resources may be focused on resolving other urgent issues.
11. **Unclear Career Path or Lack of Motivation:** Some students may lack a clear career path or motivation to attend university. They may be uncertain about their future or may not see the value in pursuing higher education if they do not have a specific professional goal in mind.

These challenges can create significant barriers for students who wish to pursue higher education, limiting their opportunities for academic and career growth. Addressing these issues, such as

improving financial aid, expanding access to information, and reducing cultural barriers, could help more students achieve their goal of attending university.

Methodology

A qualitative research approach to data collection and analysis was adopted. In this research, a document review methodology was employed to gather and analyze secondary data relevant to the research questions. The document review process involved systematically collecting and analyzing existing documents related to the study topic. The approach was chosen due to its efficiency in accessing a wide range of information without the need for direct interaction with participants, making it ideal for examining established knowledge or historical data (Creswell, 2013), documents were selected based on their unique qualities that made them likely to provide the desired opinions and experiences about the enrollment at universities.

Findings

Increasing enrollment in the school of Business and Computing at Africa Renewal University requires comprehensive strategies that addresses the needs and preferences of prospective students while adapting to the evolving landscape of higher education.

One of the strategies is to enhance Marketing and Outreach Efforts. This includes targeted digital marketing through social media, email campaigns and search engine optimization to reach potential students. The school of Business and Computing should also focus on building a strong brand that highlights unique offerings, such as specialized programs, diverse campus environments and successful alumni networks. Additionally, hosting campus visits and school open days gives prospective students a chance to experience the university firsthand and interact with faculty and peers.

1	2	3	4	5	6	7	8	9	10
Fail to get minimum entry points	Financial Burden	Dropping out of school	Young Money syndrome	Postponing education	False beliefs about university	Existing alternatives	Denial from parents	Ignorance of existing opportunities	Emotional stress

Table 2: Top 10 hindrances to joining the SBIT at Africa Renewal University. (Mutaawe, A. (2022)

Offering flexible learning options is another key factor in boosting enrollment. By expanding online and hybrid programs, the school of Business and Computing can appeal to students who may not be able to attend in person due to geographic, financial or time constraints. Evening classes (2pm – 9pm) and weekend classes (Friday to Sunday) in addition to weekly day classes (7am - 6pm) can also attract working adults or those with other commitments, providing a balance between education and personal obligations.

Financial accessibility plays a crucial role in attracting more students. Increasing financial aid opportunities, such as scholarships, grants and low-interest loans, can help make education more

affordable. Establishing merit-based and need-based scholarships can further incentivize students to apply. Fees kickbacks are also supportive where a student who pays full fees on the reporting day is given back a certain amount like 50,000 UGX (14 USD) and those who pay half fees are given 25,000 UGX (7 USD). Additionally, offering flexible tuition payment plans can ease the financial burden and make it easier for students to manage their education costs.

The school of Business and Computing can also increase enrollment by developing career-centric programs that align with job market demands. Forming partnerships with industries to offer internships, co-op opportunities and real-world learning experiences can make a program more attractive to students. In addition, strengthening job placement services and offering programs in emerging fields like technology, healthcare and data science can help students feel confident in their ability to find rewarding careers post-graduation.

Providing robust student support and retention services is another critical component. The school of Business and Computing through offering comprehensive advising, career counseling and mentorship programs it is more likely to retain students and improve their overall satisfaction. Mental health and well-being services are increasingly important to students and having strong support systems in place can make a university more appealing. Academic support programs such as tutoring and writing centers do contribute to student success.

Building strong relationships with alumni can further boost enrollment. The School should be engaged in alumni networks leveraging on their success stories to inspire prospective students. Showcasing the achievements of graduates and how the school of Business and Computing contributed to their success can help build trust and attract new applicants.

To school of Business and Computing should also strengthen ties with high schools or secondary schools as they provide the customers who are joining universities. Career guidance in schools, support to secondary schools' programs, dual enrollment programs, where high school students earn college credits, can create a seamless transition to university and familiarize them with campus life. Attending college fairs and offering informational sessions through high school counselors can encourage students to consider higher education at your institution.

Lastly, fostering a diverse and inclusive campus is essential. The school should actively recruit students from various backgrounds and create an environment where all students feel welcome and supported. Promoting diversity and offering international programs can attract a global student body, further increasing enrollment.

Conclusions

By combining these strategies with effective marketing, flexible learning options, financial accessibility, career-focused programs and a supportive campus environment, the school of business and computing can enhance their appeal and successfully increase enrollment in an increasingly competitive higher education market.

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Bibliographical Notes:

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