

**FINANCIAL STATUS AND COMPLETION RATE OF UNDERGRADUATES IN
ART AND INDUSTRIAL DESIGN IN UGANDA'S UNIVERSITIES:
A CASE OF KYAMBOGO UNIVERSITY**

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2010/U/HD/022/MEPPM**

**A RESEARCH DISSERTATION SUBMITTED TO THE DEPARTMENT OF
POLICY PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN
EDUCATION POLICY PLANNING AND MANAGEMENT OF
KYAMBOGO UNIVERSITY**

AUGUST 2013

DECLARATION

I, KIDEGA SAMUEL, declare that this Research Report is my own intellectual work and has not been previously submitted in part or wholly for a diploma or degree in any University.

KIDEGA SAMUEL

SIGN: 

DATE: 10/10/2015

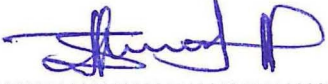
DEDICATION

This work is dedicated to The Almighty God and my mother Mrs. Mary Namakanda who supported me spiritually, morally and financially during the enjoyable moment throughout this course. I send a special prayer to God to give you good health.

APPROVAL


“We as University supervisors confirm the work is by the candidate.”


Rev.Dr. Grace Lubaale

Sign: 

Date: 

DR. Wanaku Boniface

Sign: 

Date: 

ACKNOWLEDGEMENT

This has been the most enjoyable course I have ever gone through. This study would not be possible without the generous contribution and support, financial, moral, intellectual and material support from my employers and parents, special thanks and appreciation goes to my parents Mr. and Mrs. ALBERT JEO OCEN for having accepted the idea to study and above all support me financially not forgetting the most important supervisors who delegated their time towards my work; Rev. Dr. Grace Lubaale and Dr. Wanaku Boniface.

My special gratitude goes to my grand mother Miss Everina Ayat Obalim who looked after my parents well and led them to look after their children, my late sister Joyce Aballo and late Jacob Onyali who used to support me morally. May the Lord rest their souls in eternal peace.

Mr. and Mrs. Joseph Etima for their moral and financial support; Mr. Francis Ssebabi for his support during my study; Mr. John Mugisha and Mr. Okong who are both Senior Lecturers at Kyambogo University for their academic guidance and my beloved wife Mrs. Kyomuhangi Alice.

I am very grateful to Mr. Kanaabi Moses, a colleague in the course and my sister Ms. Aidah Mutenyo who gave me useful advice, my brothers and sisters who gave me financial support and moral encouragement as some commented, “We know you will make it, God bless you.” “May He abundantly bless you too”, the entire above mentioned people.

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ABSTRACT

Financial status and completion rate of undergraduates in Art and Industrial Design in Uganda's Universities, a case of Kyambogo University. The University admits students on merit to pursue Art and Industrial Design courses at undergraduate level with hope of completion on time. However, the present statistics indicates how completion rate is low due to many factors; hence this study which singled out the effects of financial status and completion rate of undergraduates.

Objectives of the study which were to find out challenges to completion rate of Art and Industrial Design courses, to identify nature of financial challenges to completion rate, to assess impact of financial challenge to completion rate of Art and Industrial Design and suggest various ways of handling the financial challenges in order to enhance completion rate.

Conclusions and recommendations from the collected and analyzed data revealed that finance is a major challenge to completion rate of Art and Industrial Design courses of undergraduates, although there are other challenges like social, health problems and academic reasons among the factors that affect students' completion rate in time apart from finance and the recommendations are students should be sensitized about the cheap local materials to be used, lecturers should create good working relationship and the government should also support students financially in their studies, reduction in tuition and downsizing of programs so that they can meet the financial status of students.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces finance and defines its status on completion rate of undergraduate in Art and Industrial Design, and definition of Art. This chapter gives the background to research problem, statement of the problem, content scope, purpose of the study, objectives of the study, the significance of the study, geographical scope and historical scope of the research.

1.1 The background of the study

Formal Art Education in Uganda; under the influence of the first Christian missionaries with the coming of the first Christian missionaries to Uganda, a lot changed. The traditional values and culture that art expressed at the time was substantially different from what they had in expectation and so they disregarded it; they labeled it primitive and backward. Dr. Kizito (2003), stresses this disrespect for the already existing art culture at the time:

“Before the arrival of missionaries and colonialists, art in Africa had been part of people’s everyday life, thus their culture. However, with the coming of Christian Missionaries, art was particularly looked upon with dishonor. Indigenous art did not have any place in the educational policies of the missionaries and colonialists throughout the eighteenth and nineteenth centuries”

The missionaries opened a door that introduced a colonial heritage of art education to replace what they felt was backward. This new structure of learning as a replacement of ‘the old’ is evident in the Art curriculum introduced at Margaret Trowel School of Industrial and Fine Art under Cecil Toddon’s tenure as Principal of the art school.

Kizito’s statement above confirms the presence of an art culture that existed and was phased out by the arrival of the first Christian missionaries. This meant that Art had existed before and continued to exist even with the introduction of Uganda’s formal Art

education system. Art and Industrial Design were introduced in a package of visual art subjects as Kalyankolo (1974) confirms:

On July 30th 1925 the syllabus and text book Committee approved a provisional and experimental syllabus for boys' schools. After some modifications the syllabus widened the title, "Provisional Syllabus of Studies, 1925 Intermediate Schools "A" and "B" came into operation.

Alongside with Geography, History, Penmanship, Hygiene, Luganda Composition and Drill, the syllabus had a section on drawing in its introduction.

With the introduction of formal education, many institutions also cropped up on foundations built by the first missionaries whose education methods and standards of learning were quickly absorbed into Uganda's education system and gradually Uganda's society. Kalyankolo (1974) states:

"Against such background, high powered Missionary Societies arrived in Uganda in the last quarter of the 19th Century, set up schools and dominated the educational war front until the end of the first quarter of the 20th Century."

The first High schools were built with few individuals willing to learn who were taught how to read and write. With time, the numbers increased and as these schools grew, permanent housing structures for these students were put up. These establishments became rooted even to day.

As learning spread throughout many areas of Uganda and East Africa, with time the visual arts changed. The informal had given way to the formal and a new system of education had taken shape. The missionaries had laid a foundation for the colonial governments who then stamped their authority and reinforced this new system of education to sum up Kizito's assertion that:

"...indigenous art did not have any place in the educational policies of the missionaries and colonialists throughout the eighteenth and nineteenth centuries..."

Photograph 1: The influence of Margaret Trowell on Art in Uganda



Margaret Trowell (1904-85)

Not long after the coming of the first missionaries arose the first institution of higher learning in 1921, Makerere University. This began as a technical school and later became a college. Fifteen years later, Makerere as a college had not yet accommodated art. In her zeal to save the indigenous crafts existing in Uganda from being wiped away, an English Artist/teacher by the names Margaret Trowell advocated for the introduction of a craft school at Makerere. This was the beginning of art practice at tertiary level as it exists today, Kizito (2003) further confirms this when he quotes Margaret Trowell:

“In 1937, she requested the principal of Makerere College to allow her to expand her art classes to the students of Makerere. Permission was granted on condition that she was to conduct the classes at her home to those who wanted it.”

Following Margaret Trowell’s retirement from the Art School, Cecil Todd took over the Headship in 1958. According to Kizito (2003), Todd was a graduate of the Royal College of Art London, and former professor of art at Rhodes University in South Africa. He immediately introduced a new dimension to drawing especially figure drawing. He had

been trained in the European classical and modern art practices which were the reason for which he was appointed to the art school; to introduce a conventional western European art practice. In contrast with the imaginative approach of Margaret Trowell he reinforced the creative experience of studio art.

Following the finishing of the first drawing studio at the art school, Todd embarked on a major restructuring of Art at Makerere, especially in the curriculum. He recruited teaching staff that seemed to carry on his philosophy and vision for the art school. Some of these were from the Royal College of Art, London.

Toddon's art syllabus: a critical analysis of Art and Design was regarded as 'studio study', and this was in two categories, objective study and life art. Objective study involved exploration of environmental themes through restrictive application of the elements and principles of art while life drawing was a detailed study of the human structure and anatomy. All these involved a mature application of the elements and principles of representational drawing.

Drawing was a more professional discipline but still remained of less significance compared to other disciplines like painting and sculpture. According to the syllabus, when art students works were exhibited every end of year, there was to be major work for all other disciplines apart from drawing. 'Major work' was any work of significance that an art student produced independent of the rest. Disciplines from which a major work was drawn were; painting, modeling and sculpture, print making, and ceramics. Studio study was not included. In this regard studio study (drawing) was considered more as an aid to other disciplines.

Assessment of Art according to Cecil Toddon's art degree syllabus was such that practical exam papers for studio study 1 and 2 were broken down into three hourly periods each. These papers were done within a single day which was unlike painting and sculpture exams that students sat for and completed over a period of days rather than a few hours in a day.

The time format for drawing relates to that for drawing lessons at the time which provides fairly conclusive evidence of the nature and structure in the way they were taught during the semester at the time; lessons were broken into hourly periods on the curriculum time table which may have been one of the guiding factors used in creating the structural format for examining drawing at the time. Because drawing was not taught like other disciplines i.e. following a process based approach over an unlimited period of time it was obvious that it had to be examined differently. Other disciplines incorporated major works which had no time limit for completion over the semester and would proceed for the entire academic year.

Beginning of the Art Department at Kyambogo University

Even though the Department of Art and Industrial Design at Kyambogo University began after the merger of three institutions ITEK, UPK in 2001 and later on UWISE. The History of the entire Institution dates back to 1928. According to Norbert Kaggwa and Kasolo Kimuli drawing began with the Art Department in 1958. The structure for teaching drawing followed the same methods of teaching at Margaret Trowell School of Industrial and Fine Art. This follows Kizito's assertion that Kyambogo was started in order to train teachers, art teachers inclusive; according to him there were not enough qualified personnel to train art teachers at Kyambogo, so the Art School at Makerere was requested to mentor the Kyambogo ITEK art department. Norbert Kaggwa who was Head of the Drawing Section at the time confirms Kizito's assertions by mentioning that the Department of Art and Industrial Design at Kyambogo University was directly affiliated to MTSIFA. He asserts that the Diplomas for art subjects at Kyambogo were directly linked to/offered by Makerere University which verifies Kimuli's assertions. He also claims that after independence, students were required to choose two teaching subjects, one as an Art and the other as a Science. Drawing was one of the art subjects at the time. According to Kimuli (1965), the whole list of Art Subjects were; Drawing, Painting, Tie and Dye, Sculpture, Graphics, Printing, Weaving and History of Art. Some foundational subjects were added to these to help make the student a better teacher. These were psychology and General paper. This evidence clearly defines Makerere University's influence on the Department of Art and Industrial Design at Kyambogo.

Later on, on 8th March 1973, Kaggwa (then Head of Art) wrote a letter to the Director of National Teacher's College Kyambogo requesting for students' choice of teaching subjects to be changed to a double main where they would choose only two art subjects without having to select a science as well. This was approved, and students were allowed to select only two teaching art subjects i.e. a student could select drawing together with another art discipline as a study option.

A proper analysis of what exists today in Art and Industrial Design at tertiary level of higher learning would compare well with Ssengendo's analysis of the situation at MTSIFA; a conflict between Margaret Trowell's influence and that of Cecil Todd who took over the reins after her retirement from the art school and it moved on up to 2007 when the University was introduced and Degree programs were put in place under Kyambogo University.

Art at the Department of Art and Industrial Design, Kyambogo University is taught alongside other disciplines in order to equip Art students with the potential to make and select materials, tools and surfaces for Art production so that they can creatively use their environment as a cheaper option to buying art materials. It equips them in order to extend this creativity to other Art disciplines.

Many students at Kyambogo University, study to be professional teachers at both secondary and tertiary levels. Studying the fundamental basic principles of drawing equips them to teach it comfortably at secondary and tertiary levels and others to be creative Artists. Students are taught drawing to show mastery in observation. Drawing simple designs from forms/objects around the studio is meant to improve the Art student's critical observation skills.

Due to the influence of the two public Universities which started teaching art following one another, it was a result of other private Universities that came up and started offering Art And Industrial Design programmes where many students joined to pursue their certificates, Diploma and Degree programmes. These include; Nkumba University, Mukono Christian University, Ndejje University, Bishop Stuart University and Kampala University, and even the way of teaching and assessing is influenced by the two public

universities (Makerere and Kyambogo Universities), where the researcher thinks that it may be one of the reasons that has led to poor completion rate as it is reflected in table below; but this sets a challenge for the study to determine the cause of poor completion rate.

Table 1.1: showing completion rate of degree programmes

Year of admission	No. of students admitted	No. of students who completed	Year of completion	Programmes
2002/2003	36	14	2006	BVAD
2003/2004	52	24	2007	BVAD
2004/2005	72	31	2008	BVAD
2004/2005	60	39	2008	BAID
2005/2006	78	43	2009	BVAD
2005/2006	80	47	2009	BAID
2006/2007	72	30	2010	BVAD
2006/2007	52	23	2010	BAID

Source: University graduation books from 2002 to 2010 and the Department File Results

Table 1.2: showing completion rate of diploma programmes

Year of admission	No. of students admitted	No. of students who completed	Year of completion	Programmes
2003/2004	60	40	2006	DES
2004/2005	56	30	2007	DES
2004/2005	10	1	2007	CER
2004/2005	47	26	2007	DES
2005/2006	58	46	2008	TXITIL
2005/2006	16	6	2008	CER

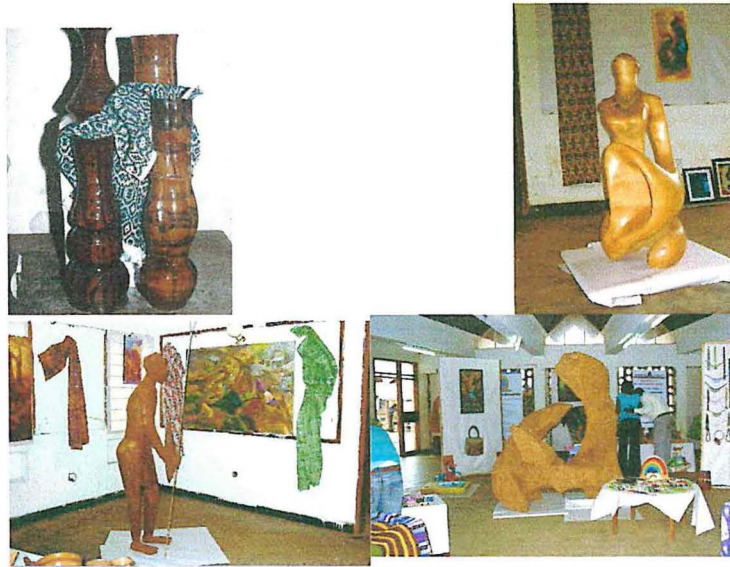
Source: University graduation books from 2002 to 2010 and the Department File Results

The number of students who complete their studies in time as per courses duration is not the same as the total number of students admitted on the programs of Art and Industrial Design, those that repeat the courses, dropouts are very many. In 2006, students who

completed Bachelor of Vocational Studies in Art and Industrial Design were 14/36 which made the researcher carry out the study on poor completion rate and identified the way forward depending on the data that was collected.

Much as there has been more effort of the institutions to procure and purchase some tools and materials to reduce on the financial costs on students for this program, this has not reduced on drop out of courses and poor completion rate of Art and Industrial Design courses in Uganda's universities. The basis of such an argument has been the continued focus by organization on inflation in Uganda by researchers and practitioners in the field of Art and Industrial Design who face threats that exist with the institutions and the supply markets in Uganda. As this research study was based on endemic data, one can figure out what Okia Robert used during his course work in order to get good marks which may show that finance in this programme influences the performance and the completion rate, because if the student is not having enough money to support him or her during his study he or she may not perform well which can lead to drop out of the course as it is shown in the photo below with the use of expensive materials like, metal, cement and paint.

Photograph 2: Showing the expensive materials used in production



This has also been observed by Emmanuel Sunday (2011), in his statement of the problem that in the last decades, private education including public Universities have sprung up all of the expected to achieve some objectives in the management, such as profit maximization, growth and expansion, social goals, a large market share and a reasonable inventory of education materials. Unfortunately they have made many institutions pay the taxes equally and what influences these taxes exert on institutional climate and performance of these institutions. This research therefore clearly set out to examine the effect of financial status on completion rate of undergraduates in Art and Industrial Design in Uganda's Universities: a case of Kyambogo University as one gets focused on the statement of problem below.

1.2 Statement of the Problem

Kyambogo University admits students on merit to pursue Art and Industrial Design at undergraduate level with the hope of completing on time. However, present statistics indicate low rate of completion. In 2002/2003 academic year 36 were admitted and only 14 completed, 2003/2004, 52 were admitted and 24 completed due to many factors for example tuition. This study aims at examining in detail how the financial factor has influenced the low completion rate and the way forward.

1.3 Purpose of the Study

The purpose of this study was to investigate the effects of financial family status on the completion rate in academic performance on undergraduate students at the department of art and industrial design, faculty of vocational studies, Kyambogo University. This set out for following objectives.

1.4 Objectives of the Study

- To find out the challenges to completion of Art and Industrial Design courses.
- To identify the nature of financial challenges to completion rate
- To assess the effects of financial challenge to completion of Art and Industrial Design.
- To suggest various ways of handling the financial challenges in order to enhance completion rate.

1.5 Study questions

- What are the challenges to completion rate of Art and Industrial Design courses?
- What is the nature of the financial challenges to completion rate and drop out of courses in Art and Industrial Design programmes?
- What are the effects of financial challenges on the completion of Art and Industrial Design programmes?
- What are the possible ways of improving on performance and completion rate of Art and Industrial Design courses?

1.6 Significance of the Study

If the study is successfully completed, it will contribute to the field of Art and Industrial Design on how to use other possible materials to improve on the performance and completion rate.

The study will create awareness of financial influence on performance of Art and Industrial Design courses at Department of Art and Industrial Design, Faculty of Vocational Studies, Kyambogo University and create ideas of using the environmental materials.

Eventually, the Art courses are likely to attract even more to join the programme and enable them to complete, including those who had dropped out on financial basis. It is also acting as a reference point for future researchers or scholars.

1.7 Conceptual frame work

This subsection presents a frame work relating financial status to completion rate as indicated in figure 1.1

Independent variables

Financial status

Dependent variables

Completion rate

Challenges

- Social problems
- Poor attitude towards work
- Over load of program
- Health problems

Nature of finance

- Tuition
- Money for buying materials
- hostel fee
- Transport fee
- Up-keep

Effects

- High rates of dropouts
- High rate of retention
- Poor performance

Solution measures

- Government funding
- Curriculum review
- Improvisation of materials

Number of students who complete on time

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graph LR; Challenges[Challenges] --> Completion[Number of students who complete on time]; Nature[Nature of finance] --> Completion; Effects[Effects] --> Completion; Solution[Solution measures] --> Completion;
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According to figure 1.1, the independent variable (financial status) is conceptualized as challenges, nature of finance, effects of finance and solution's to financial problems. The dependent variable (completion rate) was conceptualized as the number of students who practice. The figure further shows that the independent variable concepts are again conceptualized. For example, challenges were taken to include; (social problems, poor attitude towards work overload of the program and health problems). Nature of finance included; (tuition, money for buying materials, hostel fee, transport finance and upkeep). Effects included; (high rates of dropouts, high rate of retention, poor performance). Solutions were; (government funding, curriculum review, improvisation of materials). The figure also suggests that independent variable (financial status) has a clear positive influence on completion rate. When students have proper financial stand during the study program, they will complete the program in time.

1.8 Scope of the study

1.8.1 Time scope of the study

The study covered the period from 2002 when they admitted a big number of students and majority had completed by 2010. This enabled the researcher to cover a wide range of data needed to justify the study because the respondents were found in the same groups of those who had completed their studies.

1.8.2 Geographical Scope

The study was based at Kyambogo University, Faculty of Vocational Studies, Department of Art and Industrial Design.

1.8.3 Historical Scope

Before the introduction of Art and industrial design training at Kyambogo University 2001, there were no many programmes of Art and industrial design offered as a discipline in the department of Art and Industrial Design apart from Bachelor of Vocational Studies in Art and Industrial Design with Education, Diploma in Secondary Teacher Education in Art and industrial design and Diploma in textile evening so the Historical scope of the study started from 2005 when more courses were introduced in the department such as

Bachelor of Art and Industrial Design, Diploma in Interior design, Diploma in Ceramics and Bachelor of Education in Art and Industrial Design where the resourceful data needed was found because many students had completed their studies and it gave a wide scope in terms of collecting vital data.

1.8.4 Content scope

This looked at the following: Art and Industrial Design programmes, nature of finance, poverty, academic performance, completion rate, rules and regulations.

1.8.5 Summary

This chapter contained in the historical background of the problem and the development of the research study, statement of the problem, purpose of the study, study research questions, significance of the study, scope of the study, geographical scope, historical scope and content scope leading the reader to chapter two of related literature to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature related to the problem. It focused on the effects of finance on completion rate, performance and retention rate as it was reviewed basing on objectives of the study.

2.1.1 Challenges of Art and Industrial Design courses in line with the following related literature

Boatman and Long (2009), said college attrition is particularly a problem among low-income students even after taking into account academic preparation. Among college qualified students, as defined by their high school and test scores, only thirty six percent (36%) of low-income students completed a Bachelors degree within eight years. While eighty one percent (81%) high-income students did so therefore with the above statement, one can say that there is a problem of financial effects in terms of performance and completion rate on Art and Industrial Design students, where you find that at the start students are many but at the end of the program students who complete the courses are few and due to the modern world where people are hooked at the market as the only way of getting what to use. This has made life hard for some students to complete on time and when they fail. He further says that, the results are based on the effects of aid on academic and community engagement.

Boatman and Henry (2009), suggested that financial aid has positive effects not only on academic performance but also on other behaviors likely to support college success and social benefits. Higher levels of academic engagement as measured by time spent interacting with faculty and students while in college Boatman and Henry highlight the previous research on the effects of financial aid on students' success. Basing on the above statement, this made the study to go on and find out about the effects of finance on completion rate of Art and Industrial Design courses at under graduate level.

Adelman (2006), financial aid could influence collegiate success in both direct and indirect ways. Directly, financial aid could help defray tuition and other costs, thus making persistence from one term to the next feasible. However, financial aid could have additional indirect effects by influencing some of the factors known to be related to students' success.

In his national study on students' degree completion, Adelman (2006) concluded that rigor of students' high school curriculum is the single most predictive factor in college degree attainment on merit and aid in particular may give students increased confidence in their academic abilities thereby encouraging them to perform better academically while financial aid may enable students to work less thereby allowing more time for such pursuit. Basing on the views of the above researcher who was looking more on the financial aid and working while studying reflected on the performance and he does not say about the completion rate. For the case of the current study, it was based on how the finance affected the students' performance, completion rate, and retention on the courses of Art and Industrial Design.

Boatman and Long (2006), researched on financial aid and they concluded that, their findings are consistent with other research on the link between financial aid and educational attainment but they argued that nature of the data allows us to bring to light a relatively unstudied set of outcomes. The differences among recipients and non-recipients in our findings point to key ways financial aid may assist students in connecting to post secondary institutions as well as the larger community. It appears that students with less financial burden are more able to engage with others and be involved in campus and off-campus community activities. Our results therefore, support the notion that need-based financial aid can have a positive effect on the outcomes of low-income students and in particular, high-achieving minority students as the researchers concluded that they are supporting financial aid but not looking at family financial status on how it is very important in influencing the performance of the students in Art and Industrial Design. Even when they talked about the students with less financial activities, they do not talk in terms of performance but they just talk about the involvement in campus and off-campus community activities while this study was more looking at the finance as the

main key element of good performance, retention and completion rate in Art and Industrial Design courses and how it affects the students.

Harley (1996), looked at money in the whole world as the main function to the people's development in life and she lamented that;

“Money makes the world go round, the world go round, the world go round from the cradle to the grave, money is an important part of our lives while it cannot buy happiness or good health, the absence of money can cause a great deal of stress”.

It makes sense to make sure that whether we have little or a lot, what money we have is managed and put to work for us whenever possible, for example financial services provided, this shows that those with money will put it into use to achieve what they need and complete what ever they do on time. With such on going courses of Art and Industrial Design that need a lot of money to buy the materials for production being a practical course, some students do not achieve what they need on time and this leads to high level of retention on the programmes. Even those that are not able end up dropping out of the courses which results into poor completion rate, that's why in her statement she adds that money is an important part of our lives while it cannot buy happiness or good health as this leads to the following;

Most studies about the effects of finance on persistence do not adequately deal with the fact that aid recipients differ in important ways from non-recipients, and as such, their results may be based on contrast, Bettingen (2004), uses quasi-experimental methods to study the causal effects of Pell grants on persistence by exploiting differences in awards caused by small differences in family size and income.

While Bettingen's study suggested that aid positively impacts persistence, the results are not robust to various specifications. Much more research is needed to explore whether and how financial aid could have impact on student success, engagement and that is the focus of this paper. Bettingen creates room for the researcher to find out further about the financial effects on the students of Art and Industrial Design, on the completion rate and how they perform in their academics when they are able to buy more materials. However,

for him he looked at financial aid but this researcher, set this study to look at the effect of family financial status and completion rate of undergraduates in Art and Industrial Design in Uganda's universities, a case study of Kyambogo University though for him did not tell which area of study he just looked at studies as a whole and apart from this, one can set focus to look at the following stated ideas;

Emmanuel Sunday (2011:2) identified that taxation in education is an area which has received little literature, and yet it affects day-to-day operations of educational institutions and the lives of their people like students, teachers, parents and managers in modern communities, governments collect taxes in order to pay for collective services to be rendered to the public therefore, a vital component for every nation in order to sustain its economic development. Basing on the statement made by the researcher, this created room for the researcher to find out the effects of finance on the students of Art and Industrial Design after it had been mentioned that, taxation affects the students, parents and teachers. This shows that high taxation in Uganda's economy may have led to the poor completion rate of students at the University level and he adds that a tax is therefore, a financial charge or legal entity by a state or a functional equivalent of a state. One may put a pose to this; it means that whenever the taxation takes place, most Universities have to face a problem of low learning and poor performance which factor also affects University completion. This left room for the researcher to go on and find out the effects of finance on students and more so when he put it clearly that many students in Africa find themselves unable to finance post secondary education because of tax structure in their country as well as in educational institutions.

2.1.2 Nature of financial challenges to completion rate in line with finance related literature

Peter F. Drucker (1985) says, innovation is the specific instrument, it is the act that endows people with resources to create new wealth. Before innovation indeed creates a resource, there is no such thing as a resource until man finds a use for something in nature and thus endows it with economic value. Until then, every plant is a weed and every mineral just another rock. He further says;

“There is no greater resource in an economy than purchasing power but purchasing power is the creation to innovate whatever changes the wealth-producing potential of already existing resources constitutes innovation and it is change that always provides the opportunity for the new and different”.

Systematic innovation therefore consists of the purposeful and organized search for changes, and in the systematic analysis of the opportunities. Such changes might offer for economic or social innovation, population changes in perception, mood and meaning, new knowledge both scientific and non-scientific.

2.1.3 The impact of financial challenge to completion of Art and Industrial Design in relation to the related literature

The study entitled guides and strategies of (1996) Test Anxiety Counseling services, University at Buffalo, State University of New York in the study guides and strategies they looked at eleven reasons why students drop out of college and one of them was financial constraints (tuition costs) continue to soar, scholarship or grants are not always available.

Additionally, financial situations can change from year to year although they also looked at other factors like test preparation to reduce anxiety, avoid thinking. But in students, it can be seen that even this other factors are caused by financial influence, that is why the researcher took on this study to find out why the completion rate of Art and industrial Design course was poor at undergraduate level and be able to give way forward because the above researchers did not look at given courses like Art and Industrial Design which the current researcher was looking at.

Furthermore, Gillian Considine and Gianni Zappala in their research which was put in the journal of child health care December (1, 2010:14:355-366) where they stated that; the relationship between family socio-economic status and the academic performance of children is well established in sociological research. Another important dimension is the factors that may influence educational outcomes within low income families. This paper presents new data from financially disadvantaged background to estimate the extent of

socio-economic, family, individual and contextual factors on school educational performance. Results obtained using binomial logistic regression techniques indicated that gender, unexplained absences, parental educational attainment, housing type ethnicity and student age are all statistically significant variables and predictors of academic performance.

In contrast with family structure, the main sources of family income and geographical location do not significantly predict outcomes in school performance once other factors are controlled, for the findings support the notion of the socio-economic status equation have distinct and separate influences on educational outcomes.

Financial assistance to schools, families is important plus policies and programmes that also assist low-income parents in providing appropriate psychological and educational support for their children should also be promoted. This indeed shows well that family status is very important on education but they did not point out the given area of the study as the researcher looked at Art and Industrial Design undergraduate completion rate, performance and how it can be influenced by finance. However, the researcher was interested in finding out the causes of poor completion rate as we looked at other writers like Odebumni (1988) and Egbule (2004) said financial status of the student is considered in the study. Finance is the revenue through which students' bills are paid. If their finances are not adequate, the situation may tend to affect their academic performance adversely. This is the point one should note that financial status tends to affect students' performance and the completion rate. He adds that, if their financial needs are met adequately, probably their academic performance may be enhanced which made it necessary for the researcher to examine the relationship between students and financial status in academic performance.

The performance of students in a number of different countries have been made, Odhiambo (2005), suggests an approach where the appraisals especially the Head of Department works together with lecturers and students in improving the current system of lecturers' appraisal. This would lead to openness and trust which are important for the implementation of good performance and completion rate of students because their problems will be known by the lecturers.

The lecturers very much need the opportunity to collaborate with their Head of Department in developing a better completion rate. The element of ownership of course units and empowering is lacking. Odhiambo (2005), all the above leads us to investigate lecturers' involvement in decisions that would affect their performance like how it is done in Kyambogo University, Department of Art and Industrial Design.

Lecturers' performance can easily be seen in the commitment and completion rate, and performance shown by lecturers towards their duties and department activities. Nir (2002) as cited by Park, Henkin and Egheg (2005) holds that teacher commitment to particular school duty or activity, conceptually differentiated is typically extended and measured over long periods of time. Committed teachers may show stable strong, enduring "psychological ties to their schools, their students, and their subject access." This shows that lecturers' commitment can also be measured over long periods of time which is reflected at the end of the programme that is to say completion rate of the students.

The study looked at the causes of poor completion in numbers of Art and Industrial Design students. Firestone & Pennell, (1993), Smidek (1996) cited by Park, Henkin and Egley (2005), assert that head teachers concerned with teacher's commitment and related implications for teacher retention may consider the utility of alternative management styles that may facilitate performance-enhancing team work and enable satisfying completion processes of students as it is put forward in terms of schools which is not mentioned if secondary or university school. In a study by White (1992), teachers often improved, teachers' communication with each other improved and student motivation increased as a result of expanded opportunities for influence which means that this can lead to good completion rate of students in Art and Industrial Design programmes.

Macroff (1988), cited by Edwards, Green and Lyson (2002) also suggested that teacher status, knowledge, and access to decision making are important in empowering teachers which is very important to the university level if lecturers are empowered, they can see how to improve on the performance and completion rate of students on the programs of Art and Industrial Design.

Elisabeth & Woody (1978) argue that, long before the invention of the potter and wheel which occurred in 3000 BC, man was forming vessels and sculptures out of clay by hand without the ideas of a mechanical device but today, this is in large part due to the incredible variety of forms and expression possible hand built. Pottery does not rely on any one principle of construction, a number of dispense methods are possible each done meaning a certain look and feeling, endless combinations and variation of techniques which is the result of making it more good looking and costly to the society.

Rhodes (1959) said that, we have a point to believe where the relationship between techniques and the essential values of the art work must be clear. There should be an individual expression full of character and vitality, beautiful thought, made of lifeless materials, they must suggest awareness of life and the continuing force which make us search for new formalities of the meaning for instance which means that life of art both outside and inside the situation has a change in every art production demand for finance in terms of materials.

Rhodes (1959:4) asserts that,

“The potter, pilaster and the sculptor, make what he had urged to make while he cannot escape the influence around him” as a matter of fact.

Ebenuwa – Okoh (2010) said that, the concept of academic performance has become a source of concern to researchers especially as the academic performance of the undergraduate is declining. Academic performance is defined or regarded as a participants’ examination guided at the end of a particular semester or programme. It could also be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance. Further, Egbule (2004) said that; Nigerian society places great emphasis on education because it is believed to be the only revenue for national development. He adds that however, this can only be achieved of learning, getting actively involved in academic activities which will enhance their academic performance. This will in turn lead to the technological advancement of the nation.

In spite of these loadable values attached to academic performance, Ugoji (2008), another researcher has shown that students' performance is declining; this could be because they are mixed up with so many school and non-school related demands and responsibilities.

The researcher also wanted to confirm whether finance is not only causing the poor completion rate of Art and Industrial Design courses or they are due to other causes which were pointed out, if it was more than finance as Ukpona (2007) says the problem seems to be a major one that requires urgent and serious solutions, since students' academic performance affects the quality of human resources within the society which the researcher saw as a problem which is developing in the human resource in the field of education where the art teachers are few and some do not have good guidance. This makes the study to be in line with Ukpone statement where one has to look at educational poor completion rate of Art and Industrial Design programmes.

The known factors influencing international students choices of education can be classified by looking at their interplay in terms of home family status Momahahon (1992), Mozzard and Souter (2002), suggested that the flow of students internationally results from a combination of push and pull factors. On one hand, push factors operate within the source country and initiate the students' decision to undertake international study while on the other hand pull factors operate within an outside country to make that country relatively attractive to international students. They have mentioned many aspects but what the researcher looked at are the financial aspects although they also said something about family influence which may be caused by financial status.

Basing on the findings of the study by Ebenu – Okoh (2010), on influence of age, financial status and gender on academic performance among undergraduates. He concluded that gender, age and financial status are not significant predictors of academic performance rather the student character and behaviours are basic and foremost determinants of academic performance, but he also forgot that in most cases students' characters are based on the family background and he looked as if he did not find much about the financial fragile status, that is why this study was focused on the courses that need a lot of money to buy materials and much fees that it may be the real effects of poor

completion rate. But all in all, the study had to go on in order to find out about the financial effect on the programmes.

Katz and Kahn's (1978), The definition of leadership, the role of the head teacher is to provide the necessary incremental information support and resources over and above those provided by the school on the teachers' environment to ensure teachers' satisfaction and effective performance. Thus, the study is looking at how finance can affect the completion rate.

Katz and Kahn's when they say that; if the teacher is provided with what is needed, the good performance is expected which shows that even at the university the lecturers are not provided with enough support and resources to see that the performance and completion rate is better at the end of the programs. Therefore this made the researcher to find out the effects of finance on the programs of Art and Industrial Design courses and even gave way forward.

Lunt (2009) mentions that, formal planning is essential to get the best return from, the time you spend studying, estimate how much time in total you are studying for the certificate in business accounting. Remember that you need to allow time for revision as well as for initial study of the material. The amount of national study time for any paper is the minimum estimated time that students will need to achieve the specified learning outcome set thus therefore turns to be painful when students start at the same time with the essential to get the best return from the time they spend studying as well as for initial studying of the materials. When it comes to completion, the rate is very low compared to the number that joined Art and Design programs this set the researcher to find out the reasons that were related to finance on Art and Industrial Design courses.

Henry Lunt further says that management is largely concerned with the recording of past data and management with the use of that data in order to make decisions that will benefit the organization. The researcher set himself out to use the past data to determine the completion rate of undergraduates which the University management has never thought of doing to solve the problem of poor completion rate which aims at finding out the

impact of finance on the completion rate in Art and Industrial Design at Kyambogo University.

When one looks at the role of the modern quality manager by Stephen J. Warwood (1993), he says that quality plans are the key steps in making quality improvement permanent and continuous improvement parts of everyday life to ensure that quality improvement is planned and reviewed at management level alongside budget and other plans. Thereby raising the profile of quality plans that are used by the steering groups and identity locally, what needs to be done to improve quality.

This shows that in order for the Universities to produce quality performance they need to look at quality improvement parts of everyday to ensure that quality improvement is planned and reviewed at management level alongside the budget and other plan to see that there is improved quality of completion rate but which is still a big problem because at university levels like Kyambogo University, the Uganda national budget which was made for the year 2003 basing on the number of students and lecturers is still the same budget which is taking place in the department of Art and Industrial Design.

Therefore, the study was based on finding out the financial effects on the Art and Industrial Design courses, if really finance had an effect on quality performance and completion rate or there were other reasons which were more than that.

Furthermore, Warwood adds that the problem arises when people within an organization are threatened as cost rate then asserts,

“If you threaten people with dignity and respect, and adults and partners, they are not a capital spent, but primary source of productivity gains by training and informing your people they will reward you many times.”

The process has the philosophy at the heart of its sustaining commitment to organization and change across the organization will be short-lived. This leads to fear that due to increasing dropout rate of the students, there are high chances of the courses being short-lived and that is why the researcher carried out this study to find out the effect of finance on the courses and gave way forward for the large area of the courses in the Universities in Uganda.

2.1.4 Way forward in academics

Kenneth Lyson's (1996), put it that evaluation takes place when a strategy has been formulated and after the strategy has been formulated it should before implementation be checked against such criteria as; consistency, consonance, advantage and feasibility. Evaluation should also be undertaken at regular intervals to ascertain whether the current strategy is still appropriate to changed environmental conditions and what changes or modifications are required to meet consequential opportunities and threats.

M.E Porter (1985) says, control is the process of checking that actual performance conforms to that planned. Controlling comprises of basic steps, establishing performance standards, measuring individual, organizational and functional/optional performance and comparing actual to planned performance standards which is the most interest of the study. M.E Porter (1985), mentioned about the performance which must be reflected at the end objective in this condition is the completion rate of students.

Jonansson O. (2004) says, the responsibility to initiate a continuous professional discourse about developing and ensuring quality in school. Head teachers in excellent schools value the perceptions and insights of their teachers and make skillful use of these resources in solving the problems facing the schools.

Leithwooth and Steinbach (1995) say, Some head teachers know how to construct processes in which important decisions are made through collaboration. Collaborative decision making is a process with potential benefits of higher quality decisions and greater ownership and implementation of decisions, but it is also costly in terms of the energy, with no guarantee that potential benefits will be realized. Basing on the above statement, one can observe that more are likely to reap the benefits of participation when the process is carefully structured to include students in the decisions that matter to them and when their knowledge and expertise leads to real changes in the outcome in this case of study in the completion rate as opposed to the performance and finances.

2.1.5 Summary

This chapter involved in literature review basing on the objectives of the study; challenges to Art and Industrial Design courses, the nature of financial challenge to completion rate and impact of financial challenge to completion of Art and Industrial Design courses in relationship to related literature. This leads the reader to chapter three which is research methodology.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Jill Hussey and Roger Hussey (1997) say, it is essential to recognize the paradigm you have selected for your research study and how it restricts your choice of methodology.

Creswell, John W. (1994), suggests that, it is normal to emphasize the methodology employed and to employ the inductive nature of the research. This case study was based on the financial effects and poor completion rate on undergraduate students in Art and Industrial Design, a case study of Kyambogo University. As such, this outlined the effects of finance on the programs and recommendation strategies were adopted to improve on the completion rate. This chapter describes the basic aspects that were related to data collection. It clearly describes the research design which was used, the population samples from which data was collected, the instruments of data collection, data management and analysis.

3.2 Research Design

Vogt W. Paul (1993) says, determining your research design will give you a detailed plan which you will use to guide and focus your research. Therefore in this research, two approaches were employed: qualitative quantitative. Specifically, the design was a cross-sectional survey. This design was used because it collected data from several categories of people about the current phenomenon in this field, interview guides and a self-administered questionnaire. In particular, the study made use of descriptive survey research design, to enable the investigator to gather information about present existing conditions, and to explore causes of a particular phenomenon, which involved collection of data in order to answer questions concerning the current status of the courses of the study.

3.3 Area of Study

The area of study was Kyambogo University, Faculty of Vocational Studies, Department of Art and Industrial Design.

3.4 Population of the Study

The population of the study was based on those students who offered Art and Industrial Design from 2002 – 2010 who totaled to 664, where the data was collected basing on their former respective programmes in order to get the required data.

3.5 Population Sample

The population was 664 students who completed programmes and 24 lecturers which totaled to 688 from the target population, 130 samples were selected as follows; 100 students who completed, 10 lectures and 10 dropouts. This size was taken into consideration, the recommendation of Karejcie and Morgan (1970) as cited by [Amin (2005) instruments of non-probabilistic purposive sampling technique which was used in this study.

3.6 Sampling Techniques and Procedure

Stratified sampling was taken to get 120 out of 688 respondents taking care of the heterogeneity of the population terms of income, sponsorship, gender, age, admission criteria and year of study. This enabled the researcher to get a representative sample that was able to find appropriate data.

3.7 Instruments

The following instruments were used to collect data; semi structured and closed ended questionnaires, this was followed by face to face interviews, library and archival survey, interview guide, observation and photography was also used.

3.7.1 Questionnaire

A self-administered questionnaire was constructed both closed and semi-structure to get the only expected responses for qualitative and some percentage of quantitative data. A4-point linket-type scale was used in the study very regularly 55%, regularly 30%, rarely 10% and very rarely 5%.

The SAQs was used because it helped the researcher to cover the large population quickly at a reasonable cost and time.

3.7.2 Library and archival survey

Library archives survey was a vital source of secondary data which the researcher used extensively to explain issues like completion rate of the students' performance, the nature of finance and the completion rate of students as the main source of related literature, the library and archival survey was very important in collecting the needed related literature to back up the study.

3.7.3 Interview guide (oral interview)

Oral interviews were an added advantage of following up face to face interviews and helpful in clarification on cases where there were doubts or need of clarity in the question, emphasis in depth discussion on a number of issues which made the results more apparent. Face to face encounter with respondents helped in identifying problems that were not answered in the questionnaires but freely discussed by different respondents which was a big advantage to the researcher to get detailed information about the study.

3.7.4 Observation (investigation)

Observation was an investigation procedure which was employed in observing the communication gestures from different respondents where the researcher expected to collect data. It was one of the sensitive communication that helped the researcher to predict people's attitude towards the study and be able to know the respondents who were more concerned with the study in terms of answering the questionnaires and attending to oral interviews.

3.7.5 Photography

The study employed photographing method and recorded the selected objects or materials that the respondents pointed out to support their views. It helped the researcher to capture the objects that were used by students during their study as an indication of evidence to show expensive materials they use and remained as a record reference in this study

3.7.6 Validity

The validity of the structured questionnaires was tested and according to Zelles (1997) there are not commonly argued criteria for evaluating whether content validity has been

established. Therefore, with the help of research experts and professionals in the field of Art and Industrial Design, careful examination of the contents of the questionnaires (indicants) was carried out to establish the corresponding data to understand the concept.

3.7.7 Reliability

Regarding reliability of the instruments, a pilot study was done at Makerere and Nkumba in the area of Art and Industrial Design so as to show the degree of consistence of the instruments that were used. Reliability of the instruments on multi-item variables was tested via the Cronbach Alpha Method (α). This was obtained by;

$$\alpha = \frac{k}{k-1} \left\{ 1 - \frac{\sum \sigma^2 k}{\sigma^2} \right\}$$

Where $\sum \sigma^2 k$ was the sum of variances of the k parts or sections, and was the standard deviation of the test.

Table 3.1: Reliability values of the study and variables

Variable	Number of items	α Value
Finance	9	0.74
Completion	6	0.84

According to table 3.1, the IV is finance which had 9 items and the α value was 0.74. DV, completion rate with six items scored the α coefficient above 0.5, the questionnaires were reliable because according to Amin (2005) 0.5 is the standard reliable value for educational researcher.

3.7.8 Data Management and Analysis

Descriptive in nature, explanations were involved in order to summarize presented and interpreted data in order to get the picture of the situation with regards to the samples covered by the research to assess the effects of finance in the study programs. Both

qualitative and quantitative data analysis was carried out. Quantitative data was generated as preliminary analysis and tabulation was used as further analysis to test the relationships between the variables under study.

The pre-analysis stage was done before the data was analyzed. It was very important that they were prepared first, the basic steps of preparation of analysis of data was as follows; data explanation, Data verification, the research involved 20 percent of quantitative approach.

The selected respondents represented more information and dependability to show that research process was systematic during evaluation and analysis stage. The researcher also ensured conformability, which was used as criteria where the study described the research process and its possible access whether the findings correctly flow from the data. The data was summarized and structured to arrive at the conclusion.

3.8 Data Presentation

It was presented in tables or classified by arranging it in a framework of columns and rows, illustration or quotations were relevant to the study where the photographs were helpful in conducting this study and in providing description and interpretive insights with quotations which gave the text authenticity, vibrancy and understanding of data analysis.

3.9 Research Procedure

The approval of the research proposal first took place and later the researcher obtained an introductory letter from the Head of Department of Education Policy Planning and Management, Faculty of Education, Kyambogo University. This letter was presented to the relevant authorities of the selected University and Department. The privacy and confidentiality of the respondents was also respected. Their names were not required and the researcher first consented them and explained to them what the study was all about with the help of research assistants. The self-administering questionnaires were distributed to section heads and lecturers that were involved. The research assistants were first trained and instructed on how to administer the questionnaires. Three weeks were

suggested as the time the respondents took to complete the filling in of research questions. The researcher also used one week for interviewing the heads of section and students who did not get the chance to fill in the questionnaires as the researcher also proposed to use endemic data.

3.10 Limitations of the study

The study was limited on the nature of finance, performance and completion rate on the programs of Art and Industrial Design. Therefore some necessary information related to the same study might have been missed out that could be another important factor which affects the completion rate of students for example poor handling of students, poor administration and poor evaluation due to personal conflicts.

No names were required because the study was wholly based on academic purposes which made respondents to give their views freely about the topic under study to give a presentable picture. It is a thought that many respondents felt secure to give their views freely about the topic under study however the researcher can not rule out the fact that some respondents might have felt insecure and opted for choices that could give a presentable picture but some others contacted the researcher privately to be sure that the results were kept for the study purposes.

Respondents were degree, diploma holders, University dropout students and lecturers from the Department of Art and Industrial Design. Sampling techniques were purposive sampling, to eliminate the element of bias to surface in the process of collecting data. It was very hard to get these respondents because most of them were busy and some were not able to give the information out. Even the sampling technique may have eliminated the respondents who had important information which may have been left out in this study.

The questionnaires were close ended and semi structured to allow additional information as they were filled therefore some necessary information related to completion rate, performance and finance were added but not outside the study and the footnotes were not used at the bottom of the pages or at the end of each chapter. Therefore some necessary

information related to the study might have been missed out because the questions were direct and needed to be answered according to the questions.

3.11 Delimitations to the study

The study was limited on the nature of finance, performance and completion rate on the programs of Art and Industrial Design.

No names were required because the study was wholly based on academic purposes.

Respondents were degree, diploma holders, University dropout students and lecturers from the Department of Art and Industrial Design.

Sampling techniques were purposive sampling, to eliminate the element of bias to surface in the process of collecting data.

The questionnaires were close ended and semi structured without allowing unnecessary information as they were filled therefore some necessary information related to completion rate, performance and finance were added but not outside the study and the footnotes were not used at the bottom of the pages or at the end of each chapter.

3.12 Summary

This chapter contained research design, area of study, population of the study, sampling techniques and procedures, instruments to data collection, validity, reliability, data management and analysis, data presentation, research procedure and limitation which also leads the reader to chapter four, presentation of data and discussion.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents a summary of data collected, analyzed and its interpretation. The study set out to examine the poor completion rate of students in Art and Industrial Design undergraduates. The study was guided by the following objectives;

- To find out the challenges to completion of Art and Industrial Design Courses.
- To identify the nature of financial challenges to completion rate.
- To assess the effects of financial challenges to completion of Art and industrial design
- To suggest various ways of handling the financial challenges in order to enhance completion rate.

The findings are presented in table form with data obtained from different categories of respondents namely; lecturers, drop out students and students who completed.

4.1 Presentation of data

Description background of the respondents

This section consists of the background information of the respondents.

The first respondents to be discussed were from lecturers who were ten in number both male and female.

Table 4.1: The sex of the respondents

Sex	Frequency	Percentage (%)
Male	6	60
Female	4	40
Total	10	100

From the target population, there were six males (60%) and four females (40%) where the majority of the lecturers were males which shows that Art and Industrial Design Programmes are mainly lectured by a highest number of males.

Table 4.2: The age bracket of the lecturers who responded

Age	Frequency	Percentage (%)
Above 45	4	40
36 - 45	4	40
25 - 35	2	20
Total	10	100

From the findings in Table 4.2 above, the age bracket of respondents who were above 45 years was 4 (40%), between 36 – 45 were 4(40%) and 25 – 35 were 2(20%) which shows that the majority of respondents were between 36 – 45 and 45 above. It was very important to know the maturity of the respondents basing on their age, reasoning and understanding.

Table 4.3: Their academic qualification

Academic qualification	Frequency	Percentage (%)
PHD candidates	2	20
Masters	6	60
First degree	2	20
Total	10	100

From the findings in Table 4.3 above, majority of respondents were Masters holders who were 6 (60%), 2 PhD candidates [20%] and 2 first degree holders [20%]. It was very important for the researcher to know their qualifications because the researcher needed specialists who guided him where necessary in this study.

Table 4.4: Their current designation

Designation	Frequency	Percentage [%]
Full time	4	40
Part time	6	60
Total	10	100

From the findings in Table 4.4 above, the majority of respondents were part timer staff 6 [60%] and 4 full time [40%]. Due to the study which was mainly based at the Department of Art and Industrial Design, it became so important for the researcher to know the type of employment of the lecturers which would help in easy identification of problems that were based on finance.

Table 4.5: The lecturing experience

Experience	Frequency	Percentage [%]
Above 5 years	8	80
Below 5	2	20
Total	10	100

From the findings in Table 4.5 above, the majority of respondents were above 5 years working experience 8[80%] and below 5 years working experience were 2 [20%]. The research was set between 2002 to 2010 and therefore it became very important for the researcher to identify the working experience of the respondents within the department which turned out to be the point of reliable data to this study.

The second categories of respondents to be discussed were the dropouts starting with their background information and were ten in number but after a pilot study, the researcher discovered that most dropout respondents were psychologically tortured/disturbed by open ended questions and were hesitant to respond to them. This prompted the researcher to opt for more close ended questionnaires which were friendly and easy for them to answer.

Table 4.6: Sex of dropout respondents

Sex	Frequency	Percentage [%]
Female	3	30
Male	7	70
Total	10	100

From the findings in Table 4.6, majority of the dropout respondents were 7 males [70%] and 3 females [30%]. Therefore this shows that the majority of dropouts were males. It was one of the sampling techniques that needed to identify both male and female as respondents in collecting data to this study and evidence of knowing if males and females experienced the same effects of finance during their study.

Table 4.7: Age of the respondents

Age	Frequency	Percentage [%]
36 – 45	1	10
25 – 35	7	70
Below 25	2	20
Total	10	100

From the findings in Table 4.7 above, the majority of respondents were between the age of 25 – 35 who were 7 [70%], between 36 - 45 was 1 [10%] and below 25 were 2 [20%]. The age of the dropouts was to know the maturity of the drop out respondents from the programme

Table 4.8: The programmes in the Department of Art and Industrial Design

Programmes	Frequency	Percentage
BVAD	5	50
BAID	3	30
Textile	2	20
Total	10	100

From the findings in Table 4.8 above, majority of the drop outs were from the BVAD programmes who were 5 [50%], BAID 3 [30%] and textile were 2 [20%]. This was know which programme students drop out most to be able to interpret the data very well for discussion and conclusion in the most affected programme.

The third category of respondents to be discussed is the students who completed starting from their background information.

Table 4.9: The sex of the respondents

sex	Frequency	Percentage [%]
Female	36	36
Male	64	64
Total	100	100

From the findings in Table 4.9 above, the majority of the respondents were males 64 [64%] while 36 [36%] were females. This gives empirical evidence that majority of the students who completed were males. It was one of the sampling techniques that needed to identify both male and female as respondents in collecting data to this study and evidence of knowing if males and females complete at the same rate.

Table 4.10: The age of the respondents

Age	Frequency	Percentage [%]
36 – 45	2	2
25 - 35	50	50
Below 25	48	48
Total	100	100

Basing on the data presented above, the majority of the respondents were 50 [50%] who were between 25 – 36 where as 48 [48%] respondents were below 25 and 2 [2%] were between 36 – 45. The age of those who completes was to know their maturity.

Table 4.11: The programmes of the respondents who completed

Programme	Frequency	Percentage [%]
BVAD	36	36
BAID	28	28
DES	16	16
Textile	16	16
DID	4	4
Total	100	100

From the findings in Table 4.11 above, the majority of respondents who completed were on BVAD programmes 36 [36%], 28 [28%] were respondents from BAID, 16 [16%] were from DES, 16 [16%] from Textile and 4 [4%] were from DID programme. Thus majority of the respondents were from BVAD programme. This was to know the programme which students complete most.

Table 4.12: Factors that affect students' completion in time apart from finance

Responses	Frequency	Percentage (%)
Social problems	4	40
Poor attitude towards work	3	30
Over load of program	2	20
Health problems	1	10
Total	10	100

The above findings presented in Table 4.12 show that 4(40%) of the respondents said social problems affect the students' completion in time apart from finance, 3(30%) of the respondents said poor attitude towards work, overload of the programmes with 2(20%) responses, and 1(10%) of the respondents said social problems. Therefore, the major factor affecting student completion in time apart from finance is social problems with 4(40%) responses.

Table 4.13: Whether lecturers participate in the financial activities of improving the completion rate of students in their programmes

Responses	Frequency	Percentage(%)
Rarely	5	50
Regularly	4	40
Very regularly	1	10
Very rarely	0	0
TOTAL	10	100

From the findings in Table 4.13 above, 5 (50%) of the respondents said that they rarely participate in the financial activities of improving the completion rate of students in the programmes, 4 (40%) of the respondents said regularly, and 1 (10%) of the respondents said very regularly. Therefore, majority 5 (50%) of the respondents stated that they regularly participate in the financial activities of improving the completion rate of students in the programmes at undergraduate level.

Table 4.14: Whether the Head of Department organizes regular staff meetings on financial effects affecting performance of students

Responses	Frequency	Percentage(%)
Regularly	5	50
Rarely	3	30
Very regularly	1	10
Very rarely	1	10
TOTAL	10	100

From the findings in Table 4.1.4 above, 5(50%) of the respondents said that the Head of Department regularly organizes staff meetings to discuss on the financial effects affecting performance of students, 3 (30%) of the respondents said rarely, 1 (10%) of the respondents said very regularly and 1 (10%) of the respondents very rarely. Therefore majority 5 (50%) of the respondents stated that the Head of Department regularly

organizes staff meetings to discuss the financial effects affecting the performance of students.

Table 4.15: Whether the University engages students in financial activities to finance their studies

Responses	Frequency	Percentage
Rarely	5	50
Regularly	2	20
Very rarely	2	20
Very regularly	1	10
TOTAL	10	100

From the findings in Table 4.15 above, drop out respondents indicated that the University rarely engages students financial activities to finance their studies, this was represented by 5 (50%) in number, 2 (20%) said regularly while those who said very rarely were 2 (20%) and 1 (10%) rated very regularly. Majority 5 (50%) of the respondents stated that the University rarely engages students financial activities to finance their studies.

Table 4.16: Whether lecturers are devoted to lecture even if the lecturing aids are not available due to finance in terms of demonstration.

Responses	Frequency	Percentage
Rarely	5	50
Regularly	3	30
Very regularly	2	20
Very rarely	0	0
TOTAL	10	100

From the Table above, 5(50%) of dropout respondents said that lecturers were rarely devoted to lecture even if the lecturing aids are not available due to finance in terms of demonstration, 3 (30%) said regularly and 2 (20%) of the respondents said very regularly. This shows that 5 (50%) of the dropout respondents who were the majority stated that

lecturers were devoted to lecture even if the lecturing aids are not available due to finance in terms of demonstration.

Table 4.17: Whether finance affects lecturers to give extra assistance to students in their studies

Responses	Frequency	Percentage
Regularly	61	55
Very rarely	28	26
Rarely	11	10
Very regularly	10	9
TOTAL	110	100

From the findings in Table 4.17 above, 61(55%) respondents said that lecturers were regularly affected by finance in giving extra assistance to students in their studies, 28(26%) said very rarely while 11(10%) respondents said rarely and 10(9%) respondents said very regularly. This shows that most 61 (55%) respondents stated that lecturers were regularly affected by finance in giving extra assistance to most students in their studies.

Table 4.18: Whether lecturers were punctual for duties and began their lectures on time

Responses	Frequency	Percentage
Regularly	67	61
Rarely	25	23
Very regularly	16	15
Very rarely	0	0
TOTAL	10	100

According to Table 4.18 above, 67(61%) respondents said that lecturers were regularly punctual for duties and began their duties on time, 25(23%) of the respondents said rarely, 16(15%) respondents said very regularly. Therefore majority (61%) of the

respondents said that lecturers were regularly punctual for duties and began their duties on time.

Table 4.19: Whether lecturers dedicate most of their free time to attend to students' consultation on cheap materials to buy

Responses	Frequency	Percentage
Regularly	49	44.5
Rarely	50	45.5
Very regularly	0	0
Very rarely	11	0.7
TOTAL	110	100

From the findings in Table 4.19 above, 50(45.5%) respondents said that lecturers rarely dedicated most of their free time to attend to students' consultations on cheap materials to buy, 49(44.5%) of the respondents said regularly, 11(0.7%) respondents said very rarely. This shows that most of the respondents 50(45.5%) said that lecturers rarely dedicated most of their free time to attend to students' consultations on cheap materials to buy.

Table 4.20: Whether the Head of Department share the financial effects on the academic performance

Responses	Frequency	Percentage (%)
Rarely	5	50
Regularly	3	30
Very rarely	2	20
Very regularly	0	0
Total	10	100

The findings revealed that 5 (50%) of the respondents said that the Head of Department rarely shares financial effects on the academic performance, 3 (30%) of the respondents said regularly, 2 (20%) of the respondents rated very rarely. Therefore the findings show

that the majority of the respondents 5 (50%) rated that the Head of Department rarely shares the financial effects on the academic performance.

Table 4.21: The nature of finance which students find difficult during their studies

Responses	Frequency	Percentage (%)
Money for buying materials	40	36.36
Tuition	30	27.27
Hostel fee	20	18.18
Transport Finance	10	9.09
Upkeep	10	9.09
Total	110	100

From the findings in Table 4.21 above, 40 (36.36%) respondents focused their reasons for finding difficulty during their studies as lack of money for buying materials, 30 (27.27%) of respondents said tuition, 20 [18.18%] said hostel fee, 10 (10%) said transport and 10 (10%) said upkeep. This shows that the nature of finance students find most difficult during their studies is finance to buy the materials.

Table 4.22: Whether lecturers make the best decisions in terms of financial materials in improving performance in the best interest of students after consultation

Responses	Frequency	Percentage (%)
Rarely	6	60
Regularly	4	40
Very regularly	0	0
Very rarely	0	0
TOTAL	10	100

From the findings in Table 4.22 above, 6 (60%) of the respondents said that they rarely make the best decisions in terms of financial materials in improving performance in the best interest of students after consultation with them and 4 (40%) of the respondents

stated regularly. Therefore, the findings showed that a large number of lecturers 6 (60%) rarely made the best decisions in terms of financial materials in improving performance in the best interest of students after consultation.

Table 4.23: Whether getting learning materials was hard due to finance

Responses	Frequency	Percentage
Very regularly	9	90
Very rarely	1	10
Regularly	0	0
Rarely	0	0
TOTAL	10	100

From the findings in Table 4.23 above, 9(90%) of the under graduate dropouts said they very regularly found it hard getting learning materials due to finance and 1 (10%) respondent said very rarely because he was a government sponsored student but he ended up dropping out due to social problems.

Table 4.24: The type of financial assistance received during the course of your study from the University

Responses	Frequency	Percentage (%)
Do not receive any assistance	51	46.55
Material assistance	35	31.81
Allowances	24	21.816
Total	110	100

From the findings in Table 4.24 above, respondents who said that they do not receive any financial assistance during the course of the study were 51 (46.55%), 35 (31.81%) respondents said that they receive financial assistance inform of materials, 24 (21.816%) said that they received allowances as a form of financial assistance hence showing that

most of the respondents 51 (46.35%) said that they do not receive any financial assistance during the course of the study

Table 4.25: Whether finance affected their performance

Responses	Frequency	Percentage
Very regularly	7	70
Rarely	0	0
Regularly	3	30
Very rarely	0	0
TOTAL	10	100

From the findings in Table 4.25 above, 7(70%) of the dropout undergraduate respondents said that finance affected their performance very regularly and 3 (30%) said regularly. Majority 7 (70%) of the student dropouts said finance affected their performance.

Table 4.26: Whether finance affected the completion of your studies

Responses	Frequency	Percentage (%)
Very Regularly	7	70
Regularly	1	10
Rarely	1	10
Very Rarely	1	10
Total	10	100

From the Table above, 7(70%) respondents rated very regularly, 1 (10%) said regularly, 1 (10%) said rarely while 1 (10%) said very rarely because he was a government sponsored student. The findings therefore show that majority 7 (70%) of the respondents were very regularly affected by finance in the completion of their studies.

Table 4.27: Effects of financial challenges on undergraduate students

Responses	Frequency	Percentage (%)
High rates of drop outs	74	62
High rate of retention	28	23
Poor performance	18	15
Total	120	100

From the findings in Table 4.28 above, 74(62%) said that the impact of financial challenge on undergraduate students was high drop out rates, 28 (23%) said high rates of retention, and 18 (15%) said poor performance. This showed that majority 74(62%) of the respondents stated that high drop out rate was the major effect of financial challenges on undergraduate students that leads to poor completion rate.

Table 4.28: The estimated number of students who complete the programme

Responses	Frequency	Percentage (%)
30-40	69	57
40-50	31	26
60-80	13	11
Above 80	7	6
Total	120	100

From the findings in Table 4.29 above, 69 (57%) respondents said that the estimated number of students who complete the programme were between 30 to 40, 31 (26%) of the respondents estimated between 40 – 50, 13 (11%) estimated between 60 to 80 and 7 (6%) of the respondents estimated between 80 to 100. Therefore most of the respondents 69 (57%) stated that the estimated number of students who complete the programme range between 30 – 40 students.

Table 4.29: Showing the year of dropout

Year	Frequency	Percentage
Second year	9	90
First year	1	10
Total	10	100

Their years of dropout and respective numbers were; those who dropped out from second year were 9(90%) in number and only 1(10%) dropped out in first year showing that majority (90%) of the students dropped out from their respective program in their second year.

Table 4.30: Whether lecturers are satisfied with the completion rate of students at the end of the programme due to finance

Responses	Frequency	Percentage (%)
Rarely	5	50
Regularly	2	20
Very Rarely	0	0
Very Regularly	3	30
Total	10	100

The findings in Table 4.30 shows that 5 (50%) rated that they are rarely satisfied with the completion rate of students at the end of the programme due to finance, 3 (30%) very regularly satisfied while 2 (20%) said regularly. Therefore, the findings showed that majority 5 (50%) of the lecturers are rarely satisfied with the completion rate of students at the end of the programme due to finance.

Table 4.31: Whether the performance indicates that there are no financial effects on the programmes due to the financial costs

Responses	Frequency	Percentage (%)
Rarely	4	40
Regularly	5	30
Very Rarely	0	0
Very Regularly	1	10
Total	10	100

The findings in Table 4.31 show that the performance regularly indicates that there are no financial effects on the programmes due to the financial costs as stated by respondents 5 (50%), 4 (40%) of the respondents said rarely and 1(10%) respondent said very regularly. The majority of respondents 5 (50%) regularly indicates that there are no financial effects on the programmes due to the financial costs.

Table 4.32: Showing the semester of dropout

Semester	Frequency	Percentage
Semester one	7	70
Semester two	3	30
Total	10	100

The semesters and numbers of dropouts were: In semester one 7(70%) dropouts and in semester two 3(30%) dropouts which shows that a large number 7(70%) of students who drop out is always in semester one.

Table 4.33: Whether lecturers find it hard in terms of lecturing due to lack of materials

Responses	Frequency	Percentage
Very rarely	4	40
Rarely	3	30
Regularly	2	20
Very regularly	1	10
TOTAL	10	100

From the findings in Table 4.34 above, 4 (40%) of the respondents said that lecturers very rarely found it hard in terms of teaching materials lacking, 3 (30%) said rarely, 2 (20%) said regularly and 1 (10%) respondent rated very regularly. Most of the dropout respondents 4 (40%) stated that lecturers very rarely found it hard in terms of teaching materials lacking.

Table 4.34: Any one solution that can solve the problem of finance

Responses	Frequency	Percentage (%)
Government Funding	71	59
Curriculum Review	30	25
Improvisation of materials	19	16
Total	120	100

From the findings in Table 4.35 above, the respondents who suggested government funding were 71 (59), 30 (25%) suggested curriculum review and 19 (16) suggested improvisation of materials. This shows that most of the respondents 71 (59%) suggested government funding as a solution to solve the problem of finance

Table 4.35: Other information

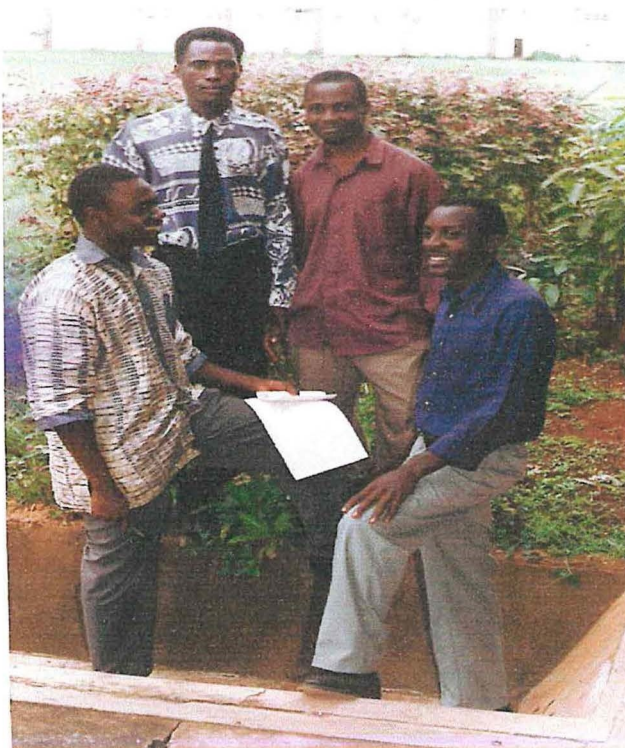
Responses	Frequency	Percentage (%)
No Response	6	60
No More Information	3	30
Encouraging the dep't to be turned into an art school	1	10
Total	10	100

From the findings in Table 4.35 above, 6 (60%) of the respondents never responded, those who said that there was no more information were 3 (30%) and 1 (10%) respondent encouraged the department to be turned into an Art and Industrial Design school so that they can look at their problems internally and thoroughly on how to improve on completion rate. Therefore, most of the respondents 6 (60%) did not have any response for the question. At the end of this presentation, it leads us to the discussion of results in chapter five.

4.2 Discussion of the findings

The discussion of the data presented was based on the objectives of the study as follows; the challenges to completion rate of Art and Industrial Design courses were pointed out by different respondents. These challenges were; social problems, poor attitude towards work, overload of programmes, health problems and this was based on ten respondents who were dropouts. Four of them said that social problems affect students in their academic performance because many involve themselves in love affairs where they lack enough time to do their practical work and research. Even others end up using their tuition fees to please one another. Fred Mubiru said, "It was out of my girl friend's pregnancy that many conditions were set by her parents for me to fulfill which made my studies to become hard and I had to drop out." Mubiru Fred is the respondent putting on a tie in the photograph below who dropped out in 2005 and in a blue shirt is Sebugwawo Geoffrey who dropped out in year one 2004, a business man in Ndeeba.

Photograph 1: Showing the drop outs in year one and year two



Another identified challenge was poor attitude towards work where the majority of students joined these programmes knowing that they were going to study Art drawing only. Surprisingly, they found out that even theories are involved in the programmes and this demands a lot of work yet majority of the students come from schools where they are not exposed to too much work. And this has made many of them to dropout in second year semester one as shown in Table 4.12, which makes the completion rate very poor.

The challenge of overload of programmes has also affected the completion rate of students especially on the BVAD programme where the data presented in the Table 4.12 showed that most of the students who drop out come from BVAD programmes due to too much overload where the programme terms it as double main. This involves foundations of education, research project and school practice.

Also health problem was identified, some students suffer from diseases such as typhoid, prolonged malaria, complications as a result of stress, ulcers that lead to poor completion rate of students.

The nature of financial challenges which was emphasized was; money for buying materials that scored 40% of the respondents followed by tuition fee, hostel fee, transport finance and up keep as shown in Table 4.22.

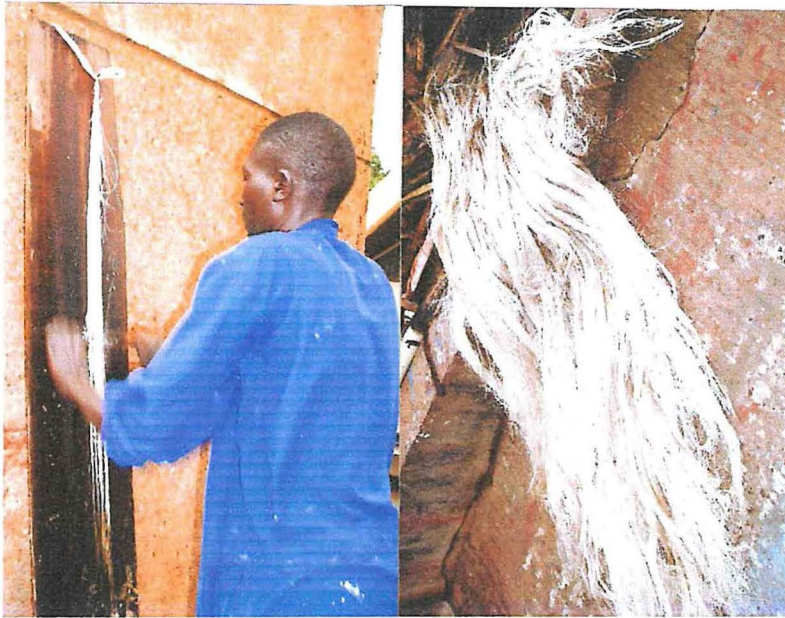
Money for materials makes many students find it hard to acquire them and be able to score good marks during course work assignment, because course works involve in buying materials which makes students submit in their course works very late and at times fail to submit due to failure to acquire materials. Kemugisha Doreen who completed in 2007 said her good performance was out of financial support from different family members and her biological bothers that helped her to complete on time and the photograph below shows part of her works she exhibited for examinations during her studies.

Photograph 2: Showing some of expensive materials used



However, where the researcher interacted with one of the lecturers in the Department of Art and Industrial Design by the names of Mr. Kimani Mutule, said that is high time we made our students do research on available materials to be used locally on the programme like it was in the traditional Art. That is why I am trying to extract some weaving threads from banana stems as shown in the photograph below.

Photograph 3: Showing innovation of new materials



Tuition was also a financial challenge in that many students at the end lack money to pay for the tuition whereby the University laws and regulations identify it clearly that without completing tuition fee one is not supposed to sit for examinations. Without examination and registration cards, one of the respondents by the names of Miss Justine Namujjundi currently pursuing her Certificate course at Michelangelo college school of creative art said, “it was very hard for me to continue at Kyambogo University and more over I loved my course so much to be at the Bachelors level and due to tuition and other requirements, I dropped out in 2010 year one and I had to join a certificate level where my parents could afford which am currently pursuing.” The photograph of the respondent is shown below.

Photograph 4: Showing Miss Justine Namujjundi who dropped out in 2010 year one



Additional challenge of finance to completion rate was also pointed out as accommodation fee (hostel where some students who come from far that is to say [up country] where they are affected so much with distance in their studies because they can not come from home. They end up by lacking where to sleep and in such a process they start dodging lectures in favor of working for hostel fee. In such a process, they are psychologically tortured thus decide to drop out of the courses. In addition to that, some students join bad peer groups for survival and fail to attend lectures which also affects their studies mostly to those who get involved in co-habiting while studying. Their lovers don't give them enough time to concentrate on their studies and girls also tend to depend on boys and they have to look for what to eat hence lack of concentration on their studies which leads to high retention of students on the programme as a result of having re-takes due to lack of concentration.

Transport finance also leads to absenteeism in lectures, late submission of course work, at times failure to submit in course work which leads to high dropout and retention rate because students get stressed and frustrated due to un avoidable conditions as it was pointed out by one of the lecturers that “in most cases students who come from very far

enter lecture rooms very late because they have to walk to the University and when they enter the lecture rooms they are already tired (they cannot do their practicals well.

Up keep is one of the challenges where some students lacked money for buying what to eat which results into lack of concentration thus also lack of enough up keep prompted most of the students especially girls to join bad peer influence which as a result led to prostitution in order to earn some money for up keep hence leading to diseases like HIV/AIDs among others and early pregnancy which led to high retention and poor completion.

From the findings in Table 4.7, it shows that the completion rate on the programmes of Art and Industrial Design is not affected at the same rate as its indicated by the findings showing that Bachelor of Vocational Studies in Art and Industrial Design with Education scores 50% of the drop outs due to the work over load that demands a lot of financial expenditures then followed by Bachelor of Vocational Studies in Art and Industrial Design [BAID] scored thirty percent [30%] followed by Diploma in Textile Design with 20% [twenty percent] which were highly recognized by poor completion rate and the respondents were drop out students.

The participation of lecturers in improving the completion rate in terms of financial activities by the response of the drop out respondents as its indicated in table 4.13, shows that fifty percent of lecturers rarely get involved in participating in the issues of finance towards students' financial developments even if it comes to material lobbying from the University, lecturers are always less concerned because the majority of them are part timers so they have no authority to lobby for issues concerning finance. This has affected students highly in their studies hence making the completion rate low.

The Head of Department's concern in organizing meetings based on financial facilitation by sharing with the teaching staff to see how to improve the financial effects on students was too rarely as shown from the findings in table 4.14, five percent [50%] of the respondents said that the Head of Department regularly organizes staff meetings based on performance, 3 [30%] of the respondents said rarely, 1 [10%] of the respondents said

very regularly and 1 [10%] of the respondents said very rarely. Therefore, majority 5 [50%] of the respondents stated that the Head of Department regularly organizes staff meetings based on academic performance.

With the above discussion it was later on observed in the data presented in table 4.16 that most of lecturers are not always satisfied with the time devoted to students without financial support in terms of materials for lecturing. From the lecturers' response, it was found out that 5 [50%] of the drop out respondents said that lecturers were rarely satisfied with the time devoted to lectures, 3 [30%] said regularly and 2 [20%] of the respondents said very regularly. This shows that 5 [50%] of the drop out respondents who were the majority stated that lecturers were rarely with the time devoted.

Students' consultation on matters concerning finance from the lecturers is also not very good due to many factors like lecturer - student poor relationships, lack of enough time for students' consultation because most of them are part timers who only appear when they are going to lecture as shown in table 4.19. From the findings 50 [45.5%] of the respondents said that lecturers rarely dedicated most of their free time to attend to students' consultations, 49 [44.5%] of the respondents said regularly, 11 [0.7%] respondents said very rarely. This shows that most of the respondents 50% [45.5%] said that lecturers rarely dedicated most of their free time to attend to students.

Even lecturers have been equally affected by finance during their time of lecturing. Due to shortage of teaching aids, handling practical programmes has turned out to be theoretical because lecturers mention materials and tools which students have never seen. This has made lecturers to be present during their time of lecturing without proper teaching aids as it's shown in table 4.21. Therefore, from the findings, 54 [54%] of the respondents said that lecturers were regularly present during their time for lectures, 34 [34%] respondents said very regularly 8 [8%] respondents said rarely and 4 [4%] respondents said very rarely. This shows that 54 [54%] of the respondents said that lecturers were regularly present during their time for lectures.

The decision making process in improving the performance in the best interest of students in consultation on matters concerning finance has indicated that it is very rarely done because most of the lecturers do not show concern due to the fact that most of them are part timers who are not always sure of being staff members in the following academic years. From the findings, 6 [60%] of the respondents said that they rarely make the best decisions in best interest of students after consultation with them and 4 [40%] of the respondents stated regularly. Therefore, the findings showed that a large number of lecturers 6 [60%] rarely made the best decisions in the best interest of students after consultation.

The financial assistance provided by the University to the students indicated that most students who receive it are government sponsored and even when the University is budgeting for the instructional materials, it bases on only the government students. Whereas, private sponsored students who pay a lot of money are not catered for hence, leading to poor completion rate as indicated in table 4.24. The respondents who said that they do not receive any financial assistance during the courses of study were 51 [46.55%], 35 [31.8%] respondents said that they receive financial assistance in form of materials, 24 [21.816%] said that they received allowances as a form of financial assistance, hence, showing that most of the respondents 51 [46.35%] said that they do not receive any financial assistance during the course of study.

The effects of finance on the performance of students according to the data collected was ranked to be the highest cause of low completion rate as indicated in table 4.26. From the findings, 7 [70%] of the drop out under graduate respondents said that finance affected their performance very regularly and 3 [30%] said regularly, majority 7 [70%] of the student drop outs said finance affected their performance. The effects of financial challenges on under graduate students shown in table 4.27 included; high drop out rates, 74 [62%], high rate of retention 28 [23%] and poor performance 18 [15%]. This showed that majority 74 [62%] of the respondents stated that high drop out rate was the major effect of financial challenges on undergraduate students that leads to low completion rate. The year of drop out and semester due to financial effects from the information given in

table 4.29 shows that there are years of drop out and respective numbers where majority of them were from second year 9 [90%] and only 1 [10%] dropped out in their first year.

Most students drop out in semester one due to lack of finance and the respondents said that it is possible for one to apply for dead year in semester one than semester two and this has made many to do so that results to drop out without reporting back to the programme as the information provided by respondents from Table 4.32 shows that 7 (70%) drop out in semester one and 3 (30%) drop out in semester two. It is empirical evidence to confirm that majority of students drop out in Semester one depending on the data collected.

The effects of financial challenges on undergraduate students basing on data presented, the following was noted out; high rate of drop out, high rate of retention and poor performance. As a result of lack of finance, many students find it hard to buy materials in time and do their course works for submission so they submit in late or even not submitting in a all which results into retakes and when they get many retakes basing on the University law, they are advised by the academic registrar to repeat the academic year or semester and even others are self driven to drop out because methods of assessment of art is such that, course work in Art takes 40% of the overall semester mark; the 60% mark is obtained by multiplying the total percentage sum of the theory [20%], practical [30%] and exhibition mark [50%] by 60. Course works are given during the semesters and the marks compiled two weeks to the exam.

The Art and Industrial Design exam is in two categories, theory and practical. The exam involves one hour for the theory and four hours for the practical. These all happen on the same day that is to say the practical occurs immediately after the theory.

From the findings, some respondents who proposed way forward to the poor completion rate pointed out factors to be considered or put in place like government funding, curriculum review, improvisation of materials, basing on the Table 4.34. The respondents who suggested government funding were 71 [59.16%] 30 [24.999%] suggested curriculum review and 19 [15.8333%] suggested improvisation of materials. This shows

that most of the respondents 71 [59.16%] suggested government funding as a solution to solve the problem of finance.

This chapter involved in the presentation of data collected from various respondents, that is to say, lecturers, dropout students and students who completed. It contains interpretation of results and discussion which also leads the reader to chapter five that contains conclusion, recommendation and areas of further research.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The general purpose of this study was to investigate the financial status and completion rate of under graduates in Art and Industrial Design in Uganda's Universities. This chapter presents conclusion and recommendation within the text of objectives and corresponding Research questions. Respondents included; the lecturers, dropout students and undergraduate students who completed. Indeed, according to Lindlof (1995) and Monse (1994), when analyzing qualitative data, you must be very familiar with your data. This requires procedures and systematic understanding so that data can be managed effectively. The study was carried out and the objectives were achieved through the use of questionnaires and interview guides. The objectives of the study were; to find out the challenges of completion rate of Art and Industrial Design courses, to identify the nature of financial challenge to complete rate, to assess the impact of financial challenge to completion of Art and Industrial Design and propose the way forward.

5.1 Conclusion

The following were the drawn conclusions from the findings of the study in line with the guiding questionnaires that were based on the objectives of the study.

Challenges to completion rate of Art and Industrial design courses; the major challenge to completion rate of Art and Industrial Design courses of undergraduates is finance although there are other challenges like health problems and academic reasons as shown in Table 4.12 on factors that affect students' completion rate in time apart from finance.

The nature of financial challenge to completion rate of Undergraduate students was rated as follows; according to the findings, the major challenge is money for buying the materials needed followed by tuition, transport and lastly finance for upkeep as shown in Table 4.22 where 55 (50%) respondents focused their reasons for finding difficulty during their studies as lack of money for buying materials, 35 (31.8%) of respondents said tuition, 1 (10%) said transport and 1 (10%) said upkeep. This shows that the nature of finance students find most difficult during their studies is finance to buy the materials.

The impact of financial challenges to completion rate of Art and Industrial Design at undergraduate level is mainly high rates of dropout cases, followed by high retention rates and lastly poor performance as shown in Table 4.28 where 74(62%) said that the impact of financial challenge on undergraduate students was high drop out rates, 28 (23%) said high rates of retention, and 18 (15%) said poor performance. This showed that majority 74(62%) of the respondents stated that high drop out rate was the major impact of financial challenges on undergraduate students.

The mainly proposed way forward is government funding which was followed by curriculum review and finally improvisation of materials as shown in Table 4.35 where the respondents who suggested government funding were 71 (59), 30 (25%) suggested curriculum review and 19 (16) suggested improvisation of materials. This shows that most of the respondents 71 (59%) suggested government funding as a solution to solve the problem of finance

5.2 Recommendations

From the conclusion above, the following recommendations were made by the researcher basing on the objectives of this study.

On challenges to completion rate of Art and Industrial design courses, special emphasis should be put in place to see that these programmes are not so much affected by finance that is to say reduction in tuition and downsizing the programs so that they can meet the financial status of the families of undergraduate students in terms of buying materials, paying tuition, hostel fee, transport and upkeep to improve on the completion rate of Art and Industrial Design Undergraduate programmes.

The review of the programs should be done to encourage local materials to be used so that the expenditures will be lowered down as Mr. Kimani Mutule has started extracting threads out of banana stems which will help in reduction of expenditures and increase on creative production and students finishing on time.

The lecturers should sensitize students about the programmes and create good working relationship with those who dropout due to academic reasons so that before the student finds it hard, the problems are looked at and the solution is sought by guidance and counseling.

The nature of financial challenge to completion rate of Undergraduate students. The government should provide students with study loans and institutions should also provide petty jobs that can help students to sustain themselves on the programmes to minimize high dropout rates.

The impact of financial challenge to completion rate of Art and Industrial Design undergraduate students. The government should fund students at least 40% of their tuition and buying materials for them and also provide proper equipments that will enable students work within the University not outside the University to minimize on the expenditures so that dropout cases, poor performance and high retention rate of students on the programmes are minimized.

The proposed way forward, lecturers should also look for a way of how to motivate students and the University at large in order to encourage good performance and completion rate. Looking for means of using local materials to help students to reduce on the expenditures of the courses planned for as it is referred to in table 4.35. The above recommendations were based on the whole study in reference with the objectives and this is the end of this study.

5.3 Area of further study

There is room for other researchers to look at course units that lead to poor completion rate, types of materials which are costly and the methods of lecturing that may affect the completion rate and the administration system.

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SECTION B:

These will stand in different percentages: Very regularly 55%, Regularly 30%, Very Rarely 5%, Rarely 10%

1. Does the Head of Department share the achievements progress with all the staff on the academic performance?

Very rarely Rarely Regularly
Very regularly

2. Does the Head of department organize regular staff meetings that are based on performance?

Very rarely Rarely Regularly
Very regularly

3. Do you all participate in the activities of improving the completion rate of students in their programmes?

Very rarely Rarely Regularly
Very regularly

4. In your meetings, do you make the best decisions in interest of students after consultation with them?

Very rarely Rarely Regularly
Very regularly

5. Are you satisfied with the completion rate of students at the end of the programmes?

Very rarely Rarely Regularly
Very regularly

6. Does the performance show satisfaction in lecturing of the programmes?

Very rarely Rarely Regularly
Very regularly

SECTION C

7. What nature of finance do your students find difficult during their studies?

.....
.....

8. Is the above (7) related to poor completion rate of students?

.....
.....

9. What other factors do affect students' completion on time apart from finance. State them below;

.....
.....

10. What possible solutions can be put in place to solve the problem of poor completion rate on the programmes of Art and Industrial Design?

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11. What are the effects of financial challenges on the completion rate of Art and Industrial Design courses?

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12. Suggest ways in which a student with financial problems can be helped.

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For any further information include it in the space provided

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Thank you so much for sparing your precious time to respond to these questions

Be eternally blessed

Section B:

These will stand in different percentages: Very regularly 55%, Regularly 30%, Very Rarely 5%, Rarely 10%

1. Were Lecturers present during their time for lectures?

Very rarely Rarely Regularly

Very regularly

2. Are Lecturers punctual for their duties and begin their lectures on time?

Very rarely Rarely Regularly

Very regularly

3. Do Lecturers give extra assistance to undergraduate students in their studies?

Very rarely Rarely Regularly

Very regularly

4. Do Lecturers dedicate most of their free time to attend to students' consultations on cheap materials to buy?

Very rarely Rarely Regularly

Very regularly

5. Where Lecturers finding it hard to lecture in terms of lack of instructional materials?

Very rarely Rarely Regularly

Very regularly

6. Do undergraduate students find it hard getting these materials too?

Very rarely Rarely Regularly

Very regularly

7. Did lack of finance affect your academic performance in Art?

Very rarely Rarely Regularly

Very regularly

SECTION C

8a. What sort of financial assistance did you receive during the course of your study from the University?

.....
.....

b). How does Finance affect undergraduate students' completion of their studies and general performance?

.....
.....

c). In your view, suggest any one solution that could solve the problem of finance.

i)

ii)

iii)

9. What do you think is the estimated number of undergraduate students that do complete a programme in the department?

.....
.....

10. What are the effects of financial challenges on the completion rate of Art and Industrial Design courses?

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If there is any further information on this question, please include it in the space provided

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Thank you so much for sparing your precious time to respond to these questions

Be eternally blessed

SECTION B:

These will stand in different percentages: Very regularly 55%, Regularly 30%, Very Rarely 5%, Rarely 10%

1. Were Lecturers giving extra assistance to students in their studies?

Very rarely Rarely Regularly

Very regularly

2. Were Lecturers engaging students in studies beyond the official time?

Very rarely Rarely Regularly

Very regularly

3. Were Lecturers satisfied with the time devoted to lecture?

Very rarely Rarely Regularly

Very regularly

4. Were Lecturers punctual for the duties and begun their lectures on time?

Very rarely Rarely Regularly

Very regularly

5. Do Lecturers dedicate most of their free time to attend to students' consultation?

Very rarely Rarely Regularly

Very regularly

6. Did Lectures find it hard in terms of teaching materials lacking?

Very rarely Rarely Regularly

Very regularly

7. Did you find it hard getting learning materials?

Very rarely Rarely Regularly

Very regularly

8. Did finance affect your performance?

Very rarely Rarely Regularly
Very regularly

9. What do you think was the estimated number of students that do complete a programme?

30 – 40% 50 – 60% 60 – 80% 80 – 100%

10. Did Finance affect the completion of your studies?

Very rarely Rarely Regularly
Very regularly

SECTION C

11. What sort of financial assistance did you receive during your course of study?

.....
.....

12. Apart from finance, are there other factors that affected your studies?

.....
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13. Suggest the possible solution to this problem.

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14. What are the effects of financial challenges on the completion rate of Art and Industrial Design courses?

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For any further information include it in the space provided.

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Thank you so much for sparing your precious time to respond to these questions

Be eternally blessed

APPENDIX 4
STUDY GUIDE

**FINANCIAL STATUS AND COMPLETION RATE OF UNDERGRADUATES IN
ART AND INDUSTRIAL DESIGN IN UGANDA'S UNIVERSITIES: A CASE
STUDY OF KYAMBOGO UNIVERSITY**

Dear Sir/Madam,

This questionnaire is part of the study being carried out in Kyambogo University, Faculty of Vocational Studies, Department of Art and Industrial Design; to find out causes of poor completion of undergraduates in Art and Industrial Design programs. It is for academic purposes and is confidential. Feel free when giving your opinions about the topic and tick the answer of your choice in the appropriate box provided. Thank you.

SECTION A:

These will stand in different percentages: Very regularly 55%, Regularly 30%, Very Rarely 5%, Rarely 10%

1. Does the Head of Department share the achievements progress with all the staff on the academic performance?
2. Does the Head of department organize regular staff meetings that are based on performance?
3. Do you all participate in the activities of improving the completion rate of students in their programmes?
4. In your meetings, do you make the best decisions in interest of students after consultation with them?
5. Are you satisfied with the completion rate of students at the end of the programmes?
6. Does the performance show satisfaction in lecturing of the programmes?

7a. What sort of financial assistance did you receive during the course of your study from the University?

b). How does Finance affect undergraduate students' completion of their studies and general performance?

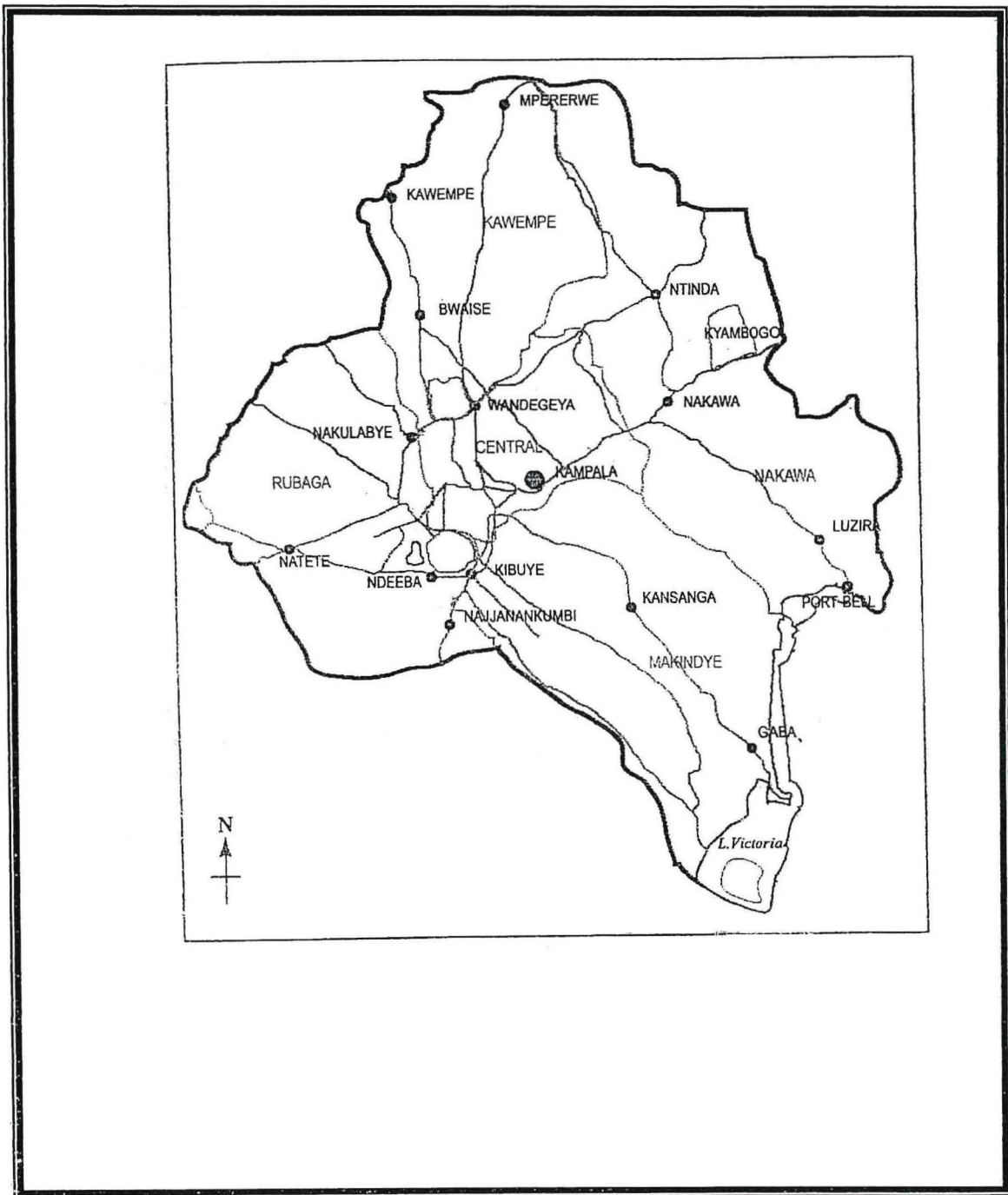
c). In your view, suggest any one solution that could solve the problem of finance.

8. What do you think is the estimated number of undergraduate students that do complete a programme in the department?

9. What are the effects of financial challenges on the completion rate of Art and Industrial Design courses?

If there is any further information on this question, please include it in the space provided

APPENDIX 5: MAP OF KAMPALA DISTRICT



KEY

- Roads
- Division boundaries
- Capital city
- Main towns