The influence of facility resources on retention of students in universities in central Uganda

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ABSTRACT

The purpose of this study was to examine the influence of facility resources on the retention of students in universities in central Uganda. This study was based on systems theory. It also adopted a cross-sectional survey research design. The research included 22 institutions of higher learning in central Uganda whereby 7 were purposively sampled to participate in the study because these universities had favorable learning facilities however, stakeholders complained about their retention of students. The targeted population were 210 including deans, lecturers and students however, only 128 of the total population participated in the study. The study used purposive sampling technique to select 14 deans, 48 lecturers and 66 students to participate in the study. Interviews, focused group discussion and documentary guides were used for data collection. Qualitative data was analyzed thematically. The study concluded that, facility resources like, libraries, laboratories, computer labs and lecture halls are inadequate in universities. Further, the research indicated that, retention of students is poor and a serious challenge in universities. It also emphasized that, adequate and modern facility resources positively impact the retention of students in universities in central region of Uganda. The study recommended that; the government of Uganda through the National Council for Higher Education and Ministry of Education and Sports should strengthen, monitoring and enforcement of minimum stands for university facilities to ensure equity and quality across all the institutions of higher learning. Universities should invest in modern and conducive learning facilities such as libraries, laboratories, computer labs and lecture halls which are vital in enforcing universities to retain leaners. Further study should be conducted on additional factors contributing and determining students' retention in universities.

Keywords: Facility resources, Retention, Students, Universities, Central Uganda

I. INTRODUCTION

Retention of leaners in universities around the world is crucial for national development because higher education increases employability, fosters novelty, reinforces social-economic growth and eradicates poverty which is essential for global development, (Namutebi & Kibirige, 2026). For this matter, nations globally have set up policies and legislative framework to support universities for instance, allocating direct budget for uplifting infrastructures like, libraries, laboratories, computer labs and lecture hall, in addition, countries have come up with student financial support system to expand the access and equity of all students including, women, disabled, indigenous persons, children in

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vulnerable situations through scholarships, bursaries, student loan schemes and grants with the major objective of elevating the retention of students in universities (Hien, 2022). However, the ability of universities to retain learners from the point of enrollment, maintenance, academic progression and graduation of their courses remain a pressing challenge due to poor and inadequate facility resources (Gonzales, *et al*, 2021). Various studies have kept on indicating that, universities wrestle with high dropout and non-completion rates of learners due to poor and inadequate facilities like libraries, laboratories, computer labs and lecture halls (Fullan, 2015). This affects the global targets set for sustainable development goal number four of 2030 that stressing the equipping of all individuals around the world with techniques and skills required to elevate the nations' development (The Sustainable Development Goal Report of 2023. Universities with better learning infrastructures have registered improved leaners' retention than their counterparts with poor and insufficient resources around the universe (Zhang, 2020). In addition, Barbara, (2020) confirmed that, university facilities like libraries, laboratories, computer labs and lecture halls affect students' retention. Therefore, stakeholders like, administrators should collaboratively work hard to uplift the quality of facility resources like, libraries, laboratories, computer labs and lecture halls to enable the universities retain students from the process of enrollment to the graduation period.

Like other countries globally, Uganda is also experiencing the students' retention challenges in universities, these increased dropout rates in higher institution of learning are registered due to multiple factors especially inadequate and old-fashioned learning facilities like, libraries, laboratories, computer lab and lecture halls. This has forced the government of Uganda to carb the situation by allocating a portion of its budget to support universities with better and improved infrastructures with the vital role of retaining students, Uganda Ministry of Education and Sports (MoES, 2017). In addition, Ngwama (2024) emphasized that, learning facilities like, libraries, laboratories, computer labs and lecture halls affect the retention of students in institution of higher learning in Uganda. In the same line, Kibirige and Lutalo (2025b) confirmed that, insufficient learning facility resources affect the retention of students in institution of higher learning. Similarly, Mwenyi and Buyera, (2025) specified that, inadequate learning facilities resources in Uganda affect students' retention in universities. University infrastructures including, libraries, laboratories, computer labs and lecture halls impact the retention of students in universities, National Council for Higher Education, (NCHE, 2024). In light with the above, Kaziro and Ahumuza, (2024) emphasized that, the poor state of infrastructure in universities found in Uganda such as libraries, laboratories, computer labs and lecture halls impact students' retention.

Additionally, Modern *et al.* (2025) observed that, institutions of higher learning with improved quality facilities retain most of their students from enrollment to the graduation compared to universities with poor infrastructure in Uganda. In addition, Kironde *et al.* (2025) reemphasized that, infrastructures like, libraries, laboratories, computer labs and lecture halls affect the retention of learners in institutions of higher learning. Similarly, Mugume and Bulime (2023) noted that, institutions with improved infrastructures such as libraries, laboratories, computer labs and lecture halls have better students' retention than their counterparts with poor facility resources. Also, Kibirige *et al.* (2025c) stated that, infrastructures affect the retention of students in the learning institutions. Therefore, university managers should facilitate institutions of higher learning with modern infrastructures like, libraries, laboratories, computer labs, and lecture halls to enable universities retain students.

This study is tremendous, and enrich the body of knowledge in various ways for example, it links a gap in literature by assessing the relationship between facility resources, and retention of students in universities. This article presents the pragmatic analysis of the relationship between facility resources, and retention of students. It also generates vigorous information towards achieving the set global targets for sustainable development goal number four of 2030 which stress quality education for all. Unlike the previous study that examined service quality and students' retention among private universities in Uganda (Modern, *et al.* 2025). This study examined the relationship between facility resources, and student retention. The objective of this study is to assess the facility resources in universities in Uganda. This study also assessed how facility resources influence the student retention in universities in central Uganda.

1.1 Statement of the Problem

Universities are aided by the government of Uganda with facility resources including, libraries, laboratories, computer labs, and lecture halls with the major purpose of retaining students from the point of enrollment, maintenance, academic progression, and up to the graduation of their courses. However, universities are still grappling with high dropout and non-completion rates (MoES, 2017). This encouraged the researcher to save the situation because its continuity affects the government goals, and set global targets for sustainable development goal number four of 2030 aimed at quality education for all. If this study is not carried out, universities would continue to experience the student's retention challenges hence affecting the set objectives for institutions of higher learning. The study conducted on students' retention among universities in Uganda by Modern *et al.* (2025) focused on service quality which is significant on the retention of students. However, there is a crucial factor that was left out and this is the assessment of facility resources, and its impact on the retention of students in universities in central Uganda. Therefore, it is against this background that, the study was set purposely to assess facility resources, and its impact on the retention of students in universities in central Uganda.

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1.2 Research Objectives

i. To assess the facility resources in universities in central Uganda.
ii. To examine the retention of students in universities in central Uganda.
iii. To assess how facility resources impact the retention of students in universities in central Uganda.

II. LITERATURE REVIEW

2.1 Theoretical Framework

The research was hinged on the Systems Theory. This study was proposed in 1956 by Ludwig Von Bertalanffy (Bertalanffy, 1956). The principle of system theory emphases on the relationships between the subsystems which join them as a whole to achieve the same objective. Thus, the same concepts of universities present the different learning facility elements such as libraries, laboratories, computer labs and lecture halls which are interconnected and effectively managed to elevate the retention of students. Systems Theory was suite for this study because from its principle, it conducts a university as a system whereby all facility elements are categorized by a combination of units like libraries, laboratories, computer labs and lecture halls whose purposes as a part are connected for specific goal of retaining students (Bertalanffy, 1956). Therefore, the system units of universities' learning facilities should be organized to enable institutions of higher learning retains its students. These subsystems in universities are supposed to be effectively managed by stakeholders to advance on the retention of students.

2.2 Empirical Review

2.2.1 Facility Resources in Universities

Learning facilities are resources within higher institutions that favor effective academic accomplishment and support the retention of students (Barrett, *et al.* 2019). In line with the above, facility resources in universities includes, libraries, laboratories, computer labs and lecture halls which are interconnected with the significant aim of retaining students (Kankpog & Wuripe, 2024). In addition, Baafi (2020) and Chemutai, *et al* (2026) emphasized that, facility resources within the higher institutions of learning affects the retention of students. He adds on that, universities with appropriate learning facilities have higher chances of retaining students compared to institutions with inappropriate infrastructures. Also, Dhanapola (2021) indicated that, learning facility resources like, libraries, laboratories, computer labs, and lecture halls should be effectively managed to attract and retain more learners in institutions of learning. In rhyme with Fernández *et al.* (2025) in their study titled a decision-making framework for school infrastructure improvement programs, they stated that lack of systematic approach to address the need of improving existing resources such as, libraries, laboratories, computer labs, and lecture halls negatively impact the retention of learners in learning institutions. In line with above, Kaziro and Ahumuza (2024) confirmed that, students in institutions of learning with adequate infrastructure including, libraries, laboratories, computer labs, and lecture halls are more than twice as likely to be retained compared to their peers in poor equipped institutions. In light with the above, Andrade (2024) restated that, facility resources affect the retention of leaners in learning institutions. In addition, Jeptanui (2023) and Olugbenga ((2019) stressed that, facility resources are important aspects in the retention of students in the learning institutions. Therefore, stakeholders should effectively manage facility resources like, libraries, laboratories, computer labs, and lecture halls to elevate the retention of students in universities.

2.2.2 Retention of Students in Universities

Furthermore, Okwisa *et al.* (2021) adds on that, effective and supportive facility resources including, libraries, laboratories, computer labs, lecture halls foster a strong foundation for retaining of students in universities. In addition, Christiana (2019) is in agreement with the above author when he emphasized that, facility resources greatly influence the retention of students in learning institutions. Also, Kibirige and Lutalo (2025a), corroborated that, adequate and modern learning facility resources impacts the retention of students in the institution of learning. Facility resources including, libraries, laboratories, computer labs, and lecture halls positively foster the retention of students in universities (Bolatimi, & Bolatimi, 2025). Similarly, Zickafoose *et al.* (2024), Ngwama, (2024) and Hamouda *et al.* (2024) noted that, learning facilities affect learners' retentions in institutions of learning. In rhythm with Goncalves, *et al.* (2024) in their research titled Undergraduate student retention activities: Challenges and research agenda, they stated that, facility resources affect the retention of undergraduate students in universities. In agreement with the above, Oginga, and Ayienda, (2023), and Seherrie (2023) stated that, the quality of infrastructures greatly impact students' retention in learning institutions. Therefore, stakeholders should collaboratively join hands in reconstructing and maintaining modern facility resources like libraries, laboratories, computer labs, and lecture halls to enable universities retain students from the point of enrollment up to the graduation period.

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2.2.3 Relationship between Facility Resources and Retention of Students in Universities

Students' retention in universities is the capability of higher education institutions to support, and maintain learners throughout the successful completion of their academic programs (Evans et al., 2025). Several demographic variables have been used as a predictor of students' retention in universities (Bolatimi & Bolatimi, 2025). For instance, Moodley, *et al.* (2023) indicated that, financial resources, motivation, and self-efficacy impact the retention of students in South African universities. In addition, Kajoina (2022) noted that, student services, and financial aid positively impact the retention of learners at universities. Therefore, financial resources, motivation, self-efficacy, and student services impact the retention of students. However, this study focused on the facility resources, and its impact on the retention of learners. In the same line, Cheptoyek, (2024) accentuated that, parent activities affect student's retention in learning institution. In agreement with the above, Winter (2024) collaborated that, parent involvement impacts learners' retention in institutions. Additionally, Mwenyi and Buyera, (2025) affirms that, instruction materials positively impact students' retention. Also, Okoed and Bileti, (2024) revealed that, classroom congestion, and scarce furniture negatively affect student retention. Similarly, Kisiang'ani *et al.* (2024) observed that, classrooms in Tanzania influences the retention of students in higher education system. Rewards in higher institutions also impacts the retention of students in institutions of learning (Njikuru, *et al.* 2024). Therefore, parents' activities, instructional materials, classroom congestion, scarce furniture influence the retention of students in institutions of higher learning. However, this study concentrated on the facility resources like libraries, laboratories, computer labs, lecture halls, and its impact on the retention of students in universities. Facility resources impact the retention of students in the institutions of higher learning (Ngwama, 2024). In the same rhythm, Anderson (2024) emphasized that, facility resources affect the retention of students in higher learning institutions. In addition, Marcel *et al.* (2024) reechoed that, infrastructures impact the retention of learners in the institutions of higher learning. Therefore, institutions of higher learning leadership need to put in place adequate, and modern facility resources to enable universities retain students.

III METHODOLOGY

3.1 Research Design

The study adopted cross-sectional survey research design in which information was gathered from various individuals at a short period of time (Xueying, *et al.*, 2025). It empowered the researcher to collect detailed data from a small sample at the same time (Wang & Cheng, 2020). This design was used together with qualitative approach. This approach enabled the researcher to gather comprehensive non-numeric data on the topic. Information for this study was collected from 5 universities found in central region of Uganda. These universities were decisive in generating a detailed knowledge of assessing facility resources on the retention of students in universities in central Uganda. A total of 5 out of 22 universities were sampled to participate in the study, and each was picked purposively.

3.2 Study Area

The study was conducted in central region of Uganda. Central region is the biggest region in Uganda with a total area of about 61,403.2 square kilometers (23,707.9 square miles). Central region lies in the north of the equator in Uganda, and its latitude range is 0º15' north to 1º 45' north, and the longitude is 31º 00' east to 33º30' east. This region was chosen because of its competitive universities with favorable facility resources which attracts leaners from the enrollment level to the period of graduation. However, stakeholders have continued to show their dissatisfaction with students drop out rates in universities despite the government aid in institutions of higher learning.

3.3 Target Population and Sample

The targeted population were 210 including deans, lecturers and students however, only 128 of the total population participated in the study. The research involved 128 participants including 14 deans, 48 lecturers and 66 students. The deans and lecturers were purposively sampled. Students were selected basing on the researcher's judgement. The deans helped to organize lecturers and students participated in the study. All these participants were preferred due to their consistent, truthful, and honest information needed for the study.

3.4 Sampling and sample size

The population and sample size distribution of different category is presented in the table 1 below.

Table 1

Population and sample size

Categories of participants	Population	Sample size
Deans	22	14
Lecturers	88	48
Students	100	66
Total	**210**	**128**

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From the table 1, the researcher used a sample size of 128 respondents from universities in central Uganda using the Krejcie and Morgan table (1970) of determining samples (Krejcie & Morgan, 1970). There were 14 deans, 48 lecturers and 66 students who participated in the study. This was because the respondents were chosen depending on purposive sampling and the judgement of a researcher. In this line, deans helped to organize lecturers and students participated in the study. All these partakers were chosen basing to their consistent and honest information desired for the study.

3.5 Data collection

The study employed focused group discussion, interviews, and documentary analysis techniques to accumulate data. Interviews were used on the 14 deans, 48 lecturers and 66 students. Documentary analysis was carried out on university enrollment, and graduation reports. The study also conducted focused group analysis on both lecturers, and students. Both the focused group discussion, interviews and documentary analysis were employed in this study to find out the influence of facility resources on students' retention in universities of central region in Uganda.

3.6 Data analysis

Thematic approaches were used to assess qualitative data. Interviews, focused group discussions, and documentary analysis were examined, and summarized on the piece of paper. The analysis was conducted in three steps including, preparing, and organizing data, creating themes and coding data. Data was prepared, and organized starting from the field with reading the summarized focused group discussion, interview and documentary analysis session. This enabled the researcher to master the information. This was followed by writing a comprehensive interview, focused group discussion and documentary analysis reports which aided the scholar to generate themes. After creating themes, information was linked up with themes crated, through prof-reading and coding of data.

3.7 Ethical considerations

The researcher explained to the respondents their obligation in order to avoid negative consequences if they do not agree. The researcher informed them that, it is their right to retreat any question if they agreed to participate in the study. Later, the researcher provided them with data sheets asking them to sign on the consent form after making an informed decision. The consent forms were not part of the interview recordings. The researcher assured the participants of the confidentiality during the process of data gathering and the final writing of the study.

IV. FINDINGS & DISCUSSION

4.1 Findings

4.1.1 Facility Resources in Universities

The first objective assessed the facility resources in in universities in central Uganda. Findings from the dean's interviews (August 2025) showed that, universities have insufficient and old-fashioned facility resources. For instance, in the interview with the dean respondent number 1, and 2 indicated that, universities have inadequate, and old-fashioned facility resources such as, libraries, laboratories, computer labs, and lecture halls (Dean 1 and 2, interview, 1/08/2025). This was reechoed in an interview with the dean, respondent number 33, and 44 who said:

> *"… Institutions of higher learning have inadequate, and old-fashioned facility resources such as, libraries, laboratories, computer labs and lecture halls which affect the set objectives of universities like retaining students up to graduation level."* (Dean 33 and 44, interview, 1/08/2025).

This was confirmed by the lecturer's respondent number 1, 2, 3, and 4 who narrated in their interview that, inadequate facility resources in the institution of higher learning have made the retention of students difficult, and challenging the university leadership in the region of central Uganda (Lecturers 1, 2, 3 and 4, interview, 1/08/2025).
In agreement with the above, other 28 lecturer's response in their interview was in line with the first 4 lecturers when they said:

> "… *The institutions of higher learning in central region of Uganda have scarce facility resources such as, libraries, laboratories, computer labs and lecture halls, which demotivates students to continue with their academic journey, and as a result some students resort to drop out."* (28 Lectures, interview, 2/08/2025)

This was affirmed by all the learners in their interview who emphasized that:

> *"… Institutions of higher learning have inadequate facility resources in central region of Uganda."* (Learners, interview, 2/08/2025)

It was also indicated in the focused group discussion analysis carried out on both the lecturers, and students that, inadequate and outdated infrastructures like, libraries, laboratories, computer labs and lecture halls in institution of higher learning negatively impact leaners' retention in universities in central region of Uganda. In addition, Baafi (2020) and Dhanapola (2021) emphasized that, inadequate and outdated facility resources negatively impact the retention of students in universities. Therefore, stakeholders like, government and leaders in institutions of higher learning should

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put in place adequate and modern facility resources including, libraries, laboratories, compute labs and lecture halls to upraise the retention of learners in universities.

4.1.2 Retention of Students in Universities

The second objective examined the retention of students in universities in central Uganda. Findings from the interview (August 2025) revealed that, students' retention in universities is poor. For example, the interview held with all the 14 deans revealed that, the students' retention is still a big challenge to the universities due to high rate of students' drop out (14 deans, interview, 4/08/2025). This was emphasized in the interview by lecturers' respondents 1, 2, 3, 4, 5, 6, and 47 who said:

> *"… The retention of students in universities in central region of Uganda is still a serious problem because many students' dropout of the learning institutions due to various reasons like, financial issues and failure to attach value on academics."* (Lectures 1, 2, 3, 4, 5, 6 and 47, interview, 5/08/2025)

Furthermore, lecturers' respondents 8, 9, and 10 agreed in their interview that:

> "… *Universities in central region of Uganda is experiencing students' high dropout rates which hinders the major objectives of the institutions of higher learning aimed at retaining all students to the graduation period."* (Lectures 8, 9 and 10, interview, 6/08/2025).

This was reechoed by leaners who highlighted in their interview that,

> "... *Many students drop out of the universities before completing their courses."* (Learners, interview, 7/08/2025)

It was also confirmed in the focused group discussion analysis carried out on lecturers, and students that; retention of students is still a big challenge to the universities. In addition, documentary analysis conducted on enrollment and graduation reports, revealed that, universities are wrestling, and struggling with students' retention. This negatively affect the major objective of the institutions of higher learning aiming at retention of learners in universities in central region of Uganda. Ngwama, (2024) and Hamouda *et al.* (2024) confirmed that, retention of students' challenges affects the objectives of the universities, and the global targets set for sustainable development goal number four aiming at quality education for all individuals. Therefore, stakeholders should finance the institutions of higher learning with adequate and modern facility resources like, libraries, laboratories, computer labs, and lecture halls, to boost the retention of students in universities from the time of enrolment to the graduation period.

4.1.3 Relationship between Facility Resources and Retention of Students in Universities

The third objective examined how facility resources impact the retention of students in universities in central Uganda. Findings from the interview (August 2025) indicated that, inadequate facility resources negatively impact students' retention in universities in central Uganda. For example, in the interview with the dean respondent number 1 and 2 emphasized that, inadequate infrastructures such as, libraries, laboratories, computer labs and lecture halls negatively impact students' retention in secondary schools (Deans 1 and 2, interview, 10/08/2025).

In agreement with the above, dean respondent 40 and 48 in their interview confirmed that:

> *"… Adequate, and modern facility resources positively impact on the retention of learners in universities."* (Deans 40 and 48, interview, 11/08/2025).

Similarly, all the lecturers' respondents in their interview agreed with the deans that:

> *"… Sufficient and Up-to-date resources like, libraries, laboratories, computer labs and lecture halls positively impact the retention of leaners in the institutions of higher learning."* (Lectures, interview, 12/08/2025)

It was also re-emphasized in the interview with students that:

> *"… Adequate facility resources positively impact the students' retention in universities."* (Students, interview, 15/08/2025).

The study also showed in the focused group discussion analysis conducted on the lecturers, and students that, universities with adequate facility resources have a better students' retention than their counterparts with poor infrastructures. Additionally, documentary analysis carried out on the enrollment and graduation reports, denoted that, adequate facility resources positively impact students' retention in universities. In addition, Okoed and Bileti, (2024) and Kisiang'ani *et al.* (2024) revealed that, adequate and Up-to-date facility resources positively impacts the retention of students in universities Therefore, adequate and modern facility resources such as, libraries, laboratories, computer labs and lecture halls positively impact the retention of students in universities in central region of Uganda.

4.2 Discussion

The study exposed that, universities in central region of Uganda have inadequate, and old-fashioned facility resources including, libraries, laboratories, computer labs, and lecture halls. This was confirmed by the deans, lecturers and students partook in the study that, universities have insufficient and outdated facilities in the central region of Uganda which facilitates students drop outs of the institutions. Therefore, inadequate, and old-fashioned facility

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resources greatly encourage students to drop out of the universities. This was reechoed in the study carried out by Barrett, *et al.* (2019), Kankpog, and Wuripe, (2024), Baafi (2020), Kiw-is (2026) and Dhanapola (2021) that, inadequate, and outdated facility resources negatively impact the retention of students in universities. Therefore, stakeholders like, government, and leaders in institutions of higher learning should put in place adequate, and modern facility resources including, libraries, laboratories, compute labs, and lecture halls to upraise the retention of learners in universities.

The study specified that, the retention of students is poor, and a serious problem in institutions of higher learning which affect the set objectives of universities, aiming at retaining all learners from the point of enrollment up to the graduation level. This was confirmed by the deans, lecturers, and students participated in the study who reechoed that, the number of students enroll at university is bigger compared to the number of learners graduates. This indicates that a huge number of students drop out of institutions before the graduation period making it difficult for the universities to retain their students. This was reemphasized by Bolatimi and Bolatimi, (2025), Zickafoose *et al.* (2024), Ngwama, (2024), Hamouda *et al.* (2024) that, retention of students' challenges affects the objectives of the universities, and the global targets set for sustainable development goal number four aiming at quality education for all individuals. Therefore, stakeholders should finance the institutions of higher learning with adequate, and modern facility resources like, libraries, laboratories, computer labs, and lecture halls, to boost the retention of students in universities from the time of enrolment to the graduation period.

The study also revealed that, adequate, and modern facility resources such as, libraries, laboratories, computer labs, and lecture halls positively impact the retention of students in universities. This was reemphasized by the deans, lecturers, and students partook in the study who described that, adequate, and modern facility resources like, libraries, computer labs, laboratories, and lecture halls improve the retention of students in universities. This indicates that universities with sufficient and modern facilities have managed to retain their students from the period of enrollment to the graduation level compared to their counterparts with poor and inadequate infrastructures. This was confirmed by Winter, (2024), Mwenyi and Buyera, (2025), Okoed and Bileti, (2024) and Kisiang'ani *et al.* (2024) who revealed that, adequate, and Up-to-date facility resources positively impacts the retention of students in universities. Therefore, stakeholders should provide adequate, and modern facility resources such as, libraries, laboratories, computer labs and lecture halls in institutions of higher learning to help universities retain students up to the graduation period.

V CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The study examined the influence of facility resources on the retention of students in universities in central Uganda. From the results of this research, the study concluded that, facility resources like, libraries, laboratories, computer labs and lecture halls are inadequate in universities. Further, the research indicated that, retention of students is poor, and a serious challenge in universities. It also emphasized that, adequate and modern facility resources positively impact the retention of students in universities in central region of Uganda.

5.2 Recommendations

The study recommended that; the government of Uganda through the National Council for Higher Education and Ministry of Education and Sports should strengthen, monitoring and enforcement of minimum stands for university facilities to ensure equity and quality across all the institutions of higher learning. Universities should invest in modern and conducive learning facilities such as libraries, laboratories, computer labs and lecture halls which are vital in enforcing universities to retain leaners. Further study should be conducted on additional factors contributing and determining students' retention in universities.

Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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